EL-MOASSER

GUIDE

تطبيق
المعاصر التفاعلى

English

By a group of supervisors

الصف الثالث الإعدادى الفصل الدراسى الأول



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2026

GPS

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FIRST TERM

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

إِنَّ ٱلَّذِينَ ءَامَنُواْ وَعَمِلُواْ ٱلصَّٰلِحَٰتِ إِنَّا لَا نُضِيعُ أَجۡرَ مَنۡ أَحۡسَنَ عَمَلًا

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تطبيق GPS التفاعلى



التطبيق التفاعلى من سلسلة كتب ...

الامتحان المعاصر

كيفية الاستخدام: 1. نزل التطبيق. 2. أنشئ حسابك. 3. أدخل الكود الموجود على ظهر الغلاف.

استمتع بجميع مزايا التطبيق
لجميع المواد الدراسية

- شرح
- فيديوهات
- ألعاب تعليمية
- امتحانات تفاعلية
- تدريبات
- تواصل مع معلمك
- تقارير متابعة
- إشعارات
- أخبار

تصنيف بلوم للمستويات المعرفية



إنتاج أفكار جديدة
صمم - أنشئ - نمذج

الحكم على المعلومات لاتخاذ القرارات
صوِّب الخطأ - - قرِّر - تحقق

تجزئة الفكرة إلى عناصرها وتحديد العلاقات بينها
برهن - استدل - حلل

استخدام المعلومات فى مواقف مشابهة جديدة
أوجد - حل - احسب

إدراك معنى المعلومات وشرحها
قارن - استنتج - وضح بمثال

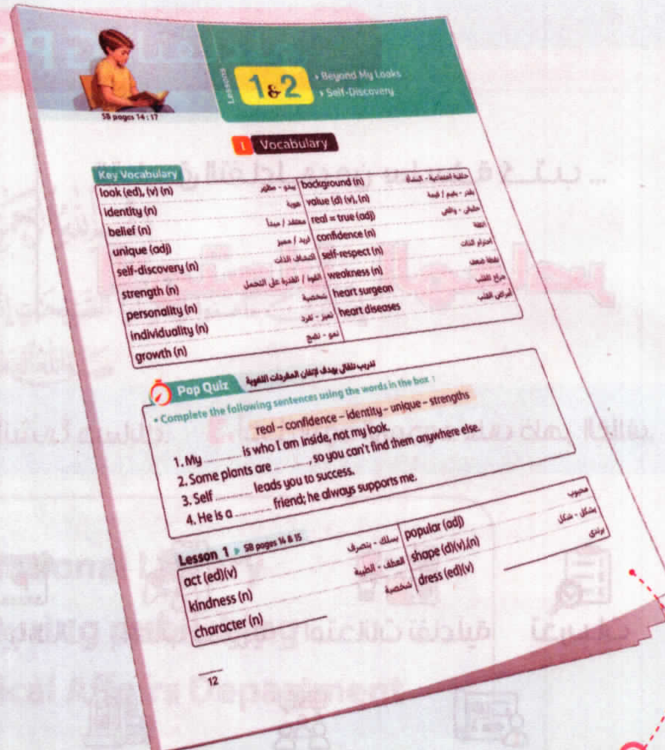
استرجاع المعلومات السابق دراستها
اذكر - عرِّف - حدِّد - عيِّن

ملاحظة: تم تصنيف الأسئلة بداخل كل تمرين طبقًا لمستويات هرم بلوم والإشارة لها كالتالى:

● تذكر ● فهم ● تطبيق ● حل مشكلات (تحليل أو تقويم أو ابتكار)

GUIDEBOOK
دليل الكتاب




Lessons 1&2
- Beyond My Looks
- Self-Discovery

SB pages 14 : 17

I Vocabulary

Key Vocabulary			
look (ed), (v) (n)	يبدو - مظهر	background (n)	خلفية اجتماعية - ثقافية
identity (n)	هوية	value (d) (v), (n)	يقدر - قيم / قيمة
belief (n)	معتقد / مبدأ	real = true (adj)	حقيقي - واقعي
unique (adj)	فريد / مميز	confidence (n)	الثقة
self-discovery (n)	اكتشاف الذات	self-respect (n)	احترام الذات
strength (n)	القوة / القدرة على التحمل	weakness (n)	نقطة ضعف
personality (n)	شخصية	heart surgeon	جراح القلب
individuality (n)	تميز - تفرد	heart diseases	أمراض القلب
growth (n)	نمو - نضج		

Pop Quiz تدريب تفاعلي يهدف لإتقان المفردات اللغوية

- Complete the following sentences using the words in the box :

real – confidence – identity – unique – strengths

1. My .... is who I am inside, not my look.
2. Some plants are ...., so you can't find them anywhere else.
3. Self .... leads you to success.
4. He is a .... friend; he always supports me.

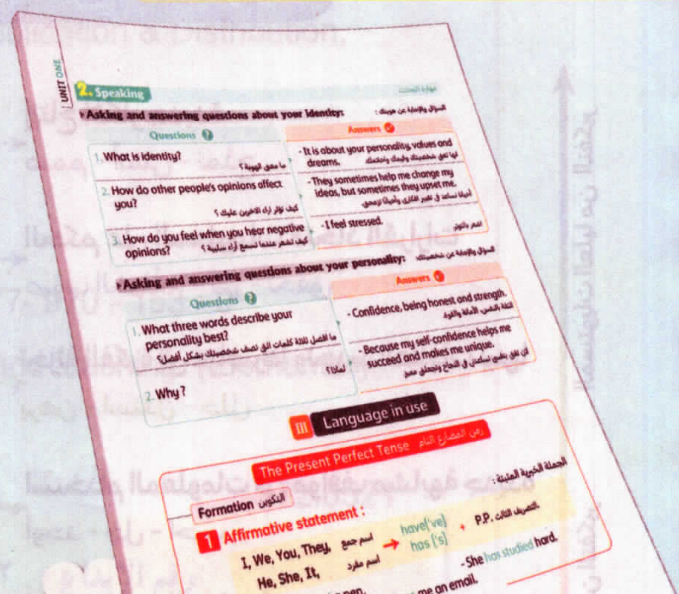
Lesson 1 ▶ SB pages 14 & 15

act (ed)(v)	يسلك - يتصرف	popular (adj)	محبوب
kindness (n)	العطف - الطيبة	shape (d)(v),(n)	يشكل - شكل
character (n)	شخصية	dress (ed)(v)	يرتدي

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1 Vocabulary

- عرض للمفردات اللغوية.
- عرض شامل لنصوص القراءة والاستماع.
- تدريبات متنوعة على المفردات اللغوية.


UNIT ONE

2. Speaking

- Asking and answering questions about your identity:

Questions	Answers
1. What is identity?	- It is about your personality, values and dreams.
2. How do other people's opinions affect you?	- They sometimes help me change my ideas, but sometimes they upset me.
3. How do you feel when you hear negative opinions?	- I feel stressed.

- Asking and answering questions about your personality:

Questions	Answers
1. What three words describe your personality best?	- Confidence, being honest and strength.
2. Why?	- Because my self-confidence helps me succeed and makes me unique.

III Language in use

The Present Perfect Tense زمن المضارع التام

Formation التكوين

1 Affirmative statement :

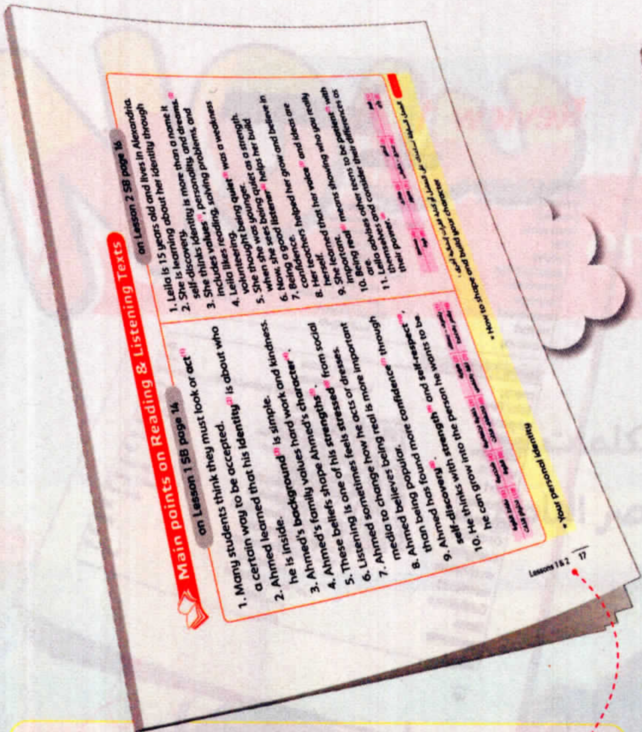
I, We, You, They, → have('ve) + P.P.
He, She, It, → has ('s)

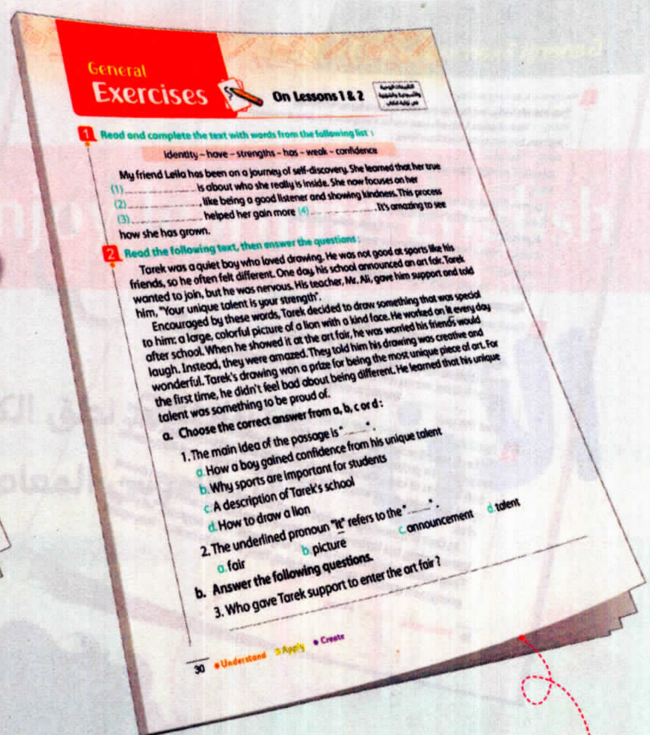
ex. - I have found a pen. - She has studied hard.
- My uncle and aunt have sent me an email.

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2 Language in use

عرض شامل للقواعد اللغوية مع أمثلة متنوعة عليها تساعدك على دراسة القواعد اللغوية، مع تدريبات متنوعة على القواعد اللغوية.




General Exercises On Lessons 1 & 2

1 Read and complete the text with words from the following list :

identity – have – strengths – has – weak – confidence

My friend Leila has been on a journey of self-discovery. She learned that her true (1).................. is about who she really is inside. She now focuses on her (2).................. , like being a good listener and showing kindness. This process (3).................. helped her gain more (4).................. . It's amazing to see how she has grown.

2 Read the following text, then answer the questions :

Tarek was a quiet boy who loved drawing. He was not good at sports like his friends, so he often felt different. One day, his school announced an art fair. Tarek wanted to join, but he was nervous. His teacher, Mr. Ali, gave him support and told him, "Your unique talent is your strength".

Encouraged by these words, Tarek decided to draw something that was special to him: a large, colorful picture of a lion with a kind face. He worked on it every day after school. When he showed it at the art fair, he was worried his friends would laugh. Instead, they were amazed. They told him his drawing was creative and wonderful. Tarek's drawing won a prize for being the most unique piece of art. For the first time, he didn't feel bad about being different. He learned that his unique talent was something to be proud of.

a. Choose the correct answer from a, b, c or d :

1. The main idea of the passage is "........".
a. How a boy gained confidence from his unique talent
b. Why sports are important for students
c. A description of Tarek's school
d. How to draw a lion

2. The underlined pronoun "it" refers to the "........".
a. fair b. picture c. announcement d. talent

b. Answer the following questions.

3. Who gave Tarek support to enter the art fair?

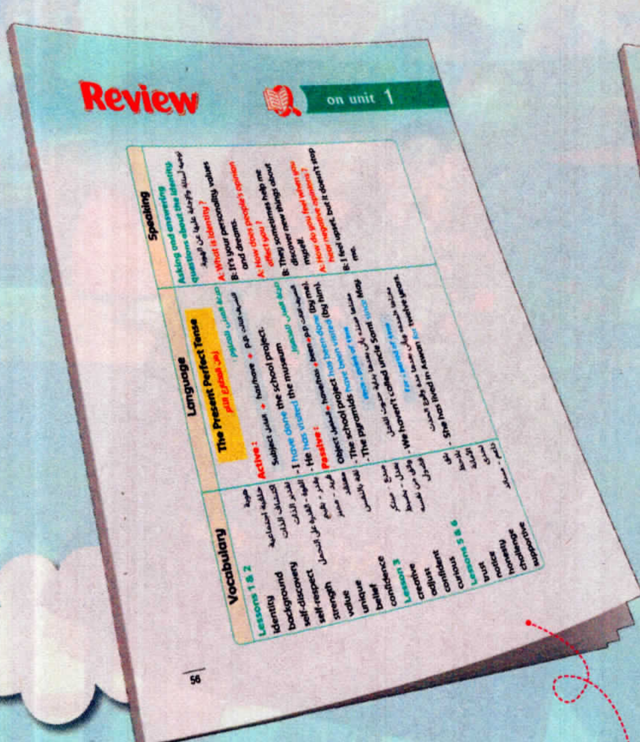
30 Understand Apply Create

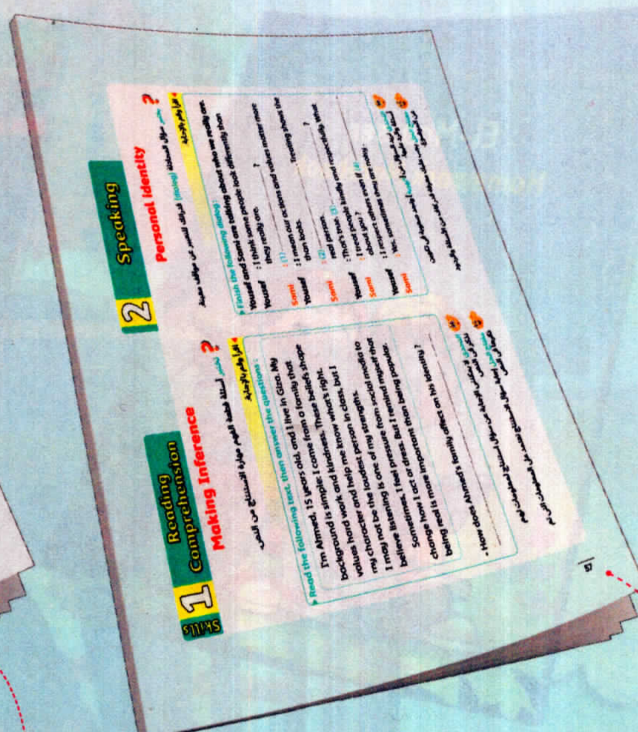
3 Main points on Reading & Listening texts

نقاط هامة تساعدك على فهم موضوعات القراءة والاستماع والتعامل مع كتابة الفقرات الإنشائية.

4 General Exercises on Lessons

تدريبات على كل الدروس.



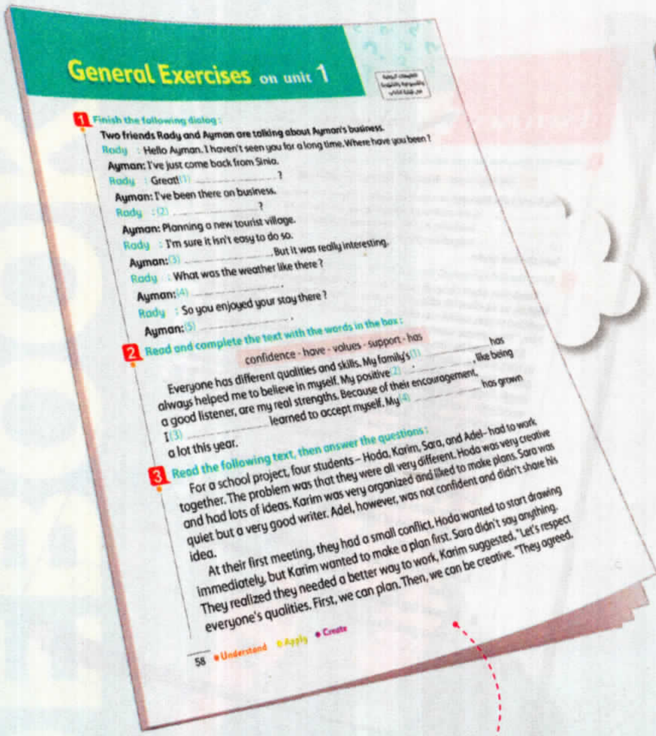


5 Review on unit

مراجعة علي كل وحدة.

6 Skills

عرض شيق لمهارة القراءة والتحدث.


General Exercises on unit 1

1 Finish the following dialog :

Two friends Rady and Ayman are talking about Ayman's business.

Rady : Hello Ayman. I haven't seen you for a long time. Where have you been ?

Ayman: I've just come back from Sinia.

Rady : Great! (1) .... ?

Ayman: I've been there on business.

Rady : (2) .... ?

Ayman: Planning a new tourist village.

Rady : I'm sure it isn't easy to do so.

Ayman: (3) .... But it was really interesting.

Rady : What was the weather like there ?

Ayman: (4) ....

Rady : So you enjoyed your stay there ?

Ayman: (5) ....

2 Read and complete the text with the words in the box :

confidence - have - values - support - has

Everyone has different qualities and skills. My family's (1) .... has always helped me to believe in myself. My positive (2) ...., like being a good listener, are my real strengths. Because of their encouragement, I (3) .... learned to accept myself. My (4) .... has grown a lot this year.

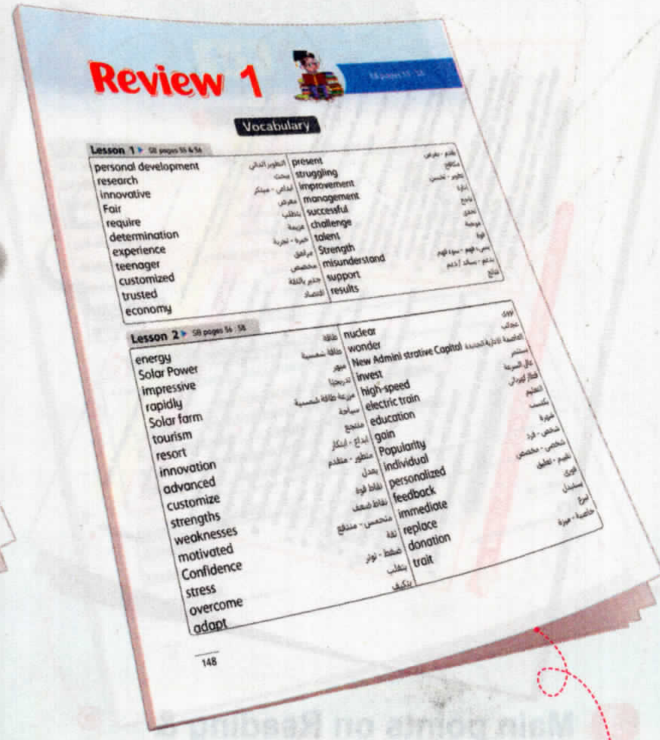
3 Read the following text, then answer the questions :

For a school project, four students – Hoda, Karim, Sara, and Adel– had to work together. The problem was that they were all very different. Hoda was very creative and had lots of ideas. Karim was very organized and liked to make plans. Sara was quiet but a very good writer. Adel, however, was not confident and didn't share his idea.

At their first meeting, they had a small conflict. Hoda wanted to start drawing immediately, but Karim wanted to make a plan first. Sara didn't say anything. They realized they needed a better way to work. Karim suggested, "Let's respect everyone's qualities. First, we can plan. Then, we can be creative." They agreed.

58 • Understand • Apply • Create

تدريبات على الوحدة.


Review 1

Vocabulary

Lesson 1

personal development, research, innovative, Fair, require, determination, experience, teenager, customized, trusted, economy, present, struggling, improvement, management, successful, challenge, talent, Strength, misunderstand, support, results

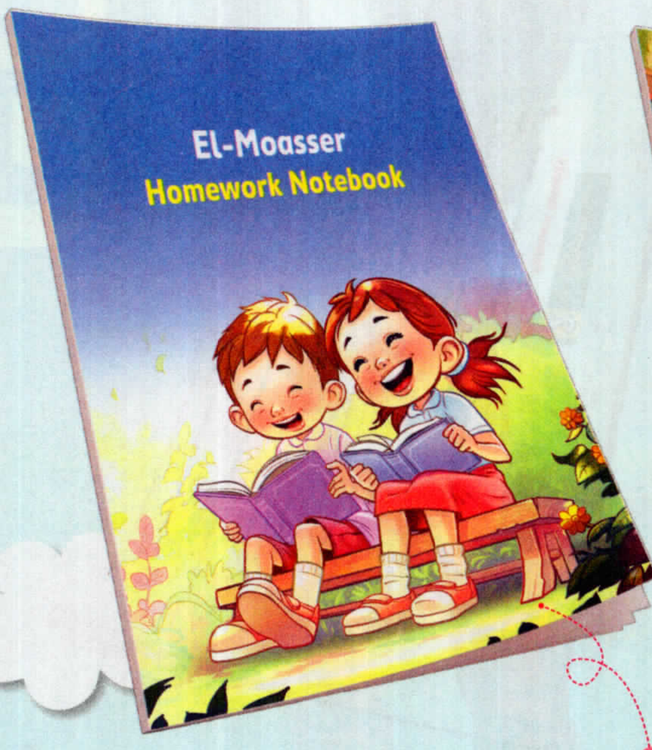
Lesson 2

energy, Solar Power, impressive, rapidly, Solar farm, tourism, resort, innovation, advanced, customize, strengths, weaknesses, motivated, Confidence, stress, overcome, adapt, nuclear, wonder, New Administrative Capital, invest, high-speed, electric train, education, gain, Popularity, individual, personalized, feedback, immediate, replace, donation, trait

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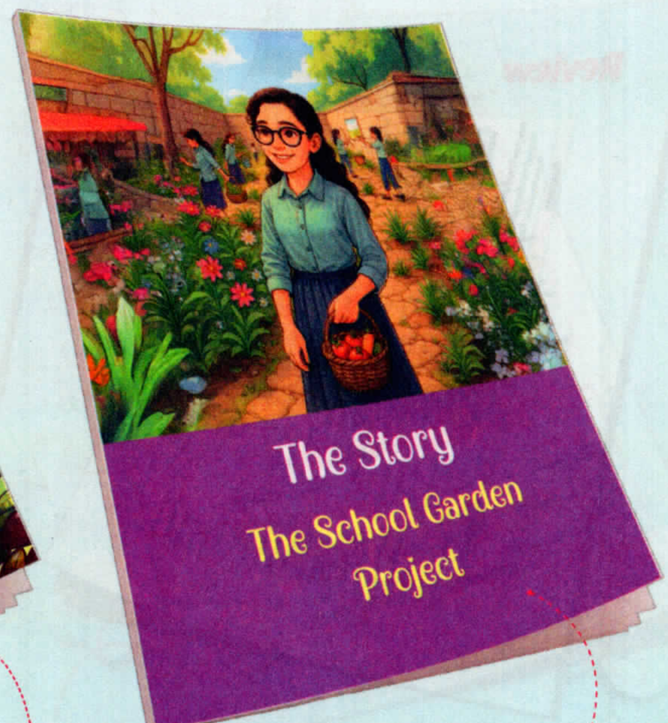
8 **Review**

مراجعة علي كل ثلاث وحدات.



9 **El-Moasser Homework Notebook**

التقييمات اليومية والاسبوعية والشهرية.



10 **The Story**

عرض شيق للقصص المقررة.

Now
enjoy learning English

الآن

يمكنك تعلم نطق الكلمات من
خلال قاموس المعاصر الناطق.



EL-MOASSER

Master
Your Skills



كراسة المـعاصر
لاتقان المهارات اللغوية

عزيزي المعلم / ولى الأمر / الطالب :

« نهدي إليك Master Your Skills »

أُعِدَت كراسة Master Your Skills خصيصًا بأحدث الأساليب التعليمية و الطرق التربوية الحديثة حتى تمكن الطالب من إتقـان المهارات اللغوية (التحدث - القراءة - الكتابة)

الهدف : المساعدة على إتقان المهارات اللغوية.

كيفية الاستخدام : تستخدم بالتوازى مع كتاب الشرح كالآتى:

* تستخدم المهارات اللغوية بالتوازى مع الوحدات داخل كتاب الشرح.



EL-MOASSER

Homework Notebook

◂ **كراسة المعاصر**

للواجب المنزلى

والتقييمات فى نهاية الكتاب

عزيزي المعلم / ولى الأمر / الطالب :

« نهدي إليك كراسة المعاصر التفاعلية للواجب المنزلى »

أُعِدَت كراسة المعاصر التفاعلية للواجب المنزلى خصيصًا بأحدث الأساليب التعليمية و الطرق التربوية الحديثة.

الهدف : المساعدة على متابعة الطالب يومياً، اسبوعياً و شهرياً.

كيفية الاستخدام : تستخدم بالتوازى مع كتاب الشرح كالآتى:

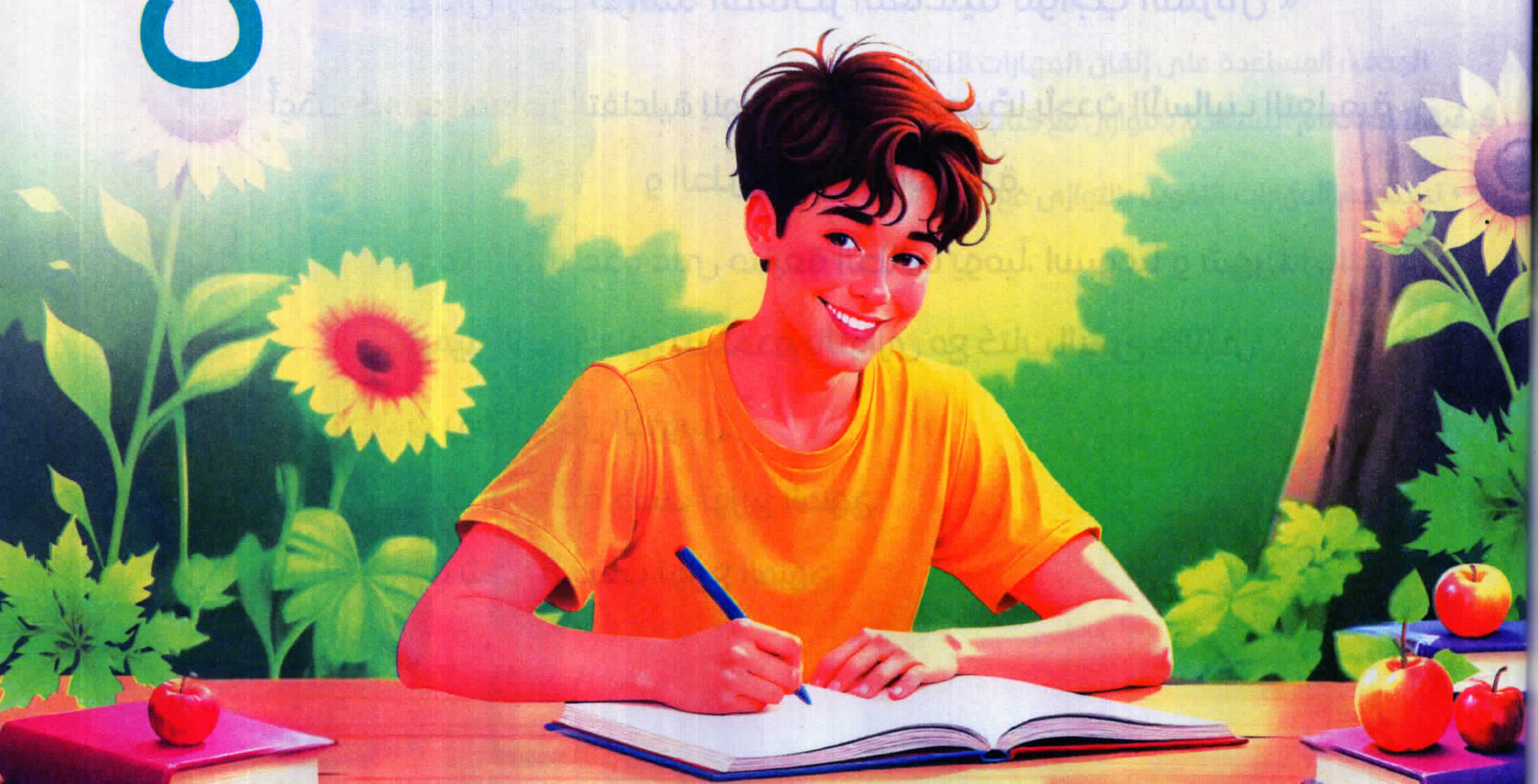
١. يوميًا: تدريبات يومية على الدروس.

٢. أسبوعياً: تدريبات أسبوعية حسب توزيع المنهج.

٣. شهريًا: تدريبات شهرية حسب توزيع المنهج.

CONTENTS

علامة SB تشير إلى تدريبات كتاب المدرسة



Unit **ONE**

Personal Identity



SB pages 13 : 26

Learning outcomes :

- **Reading**
  - Identify specific details in texts related to personal identity
  - Use vocabulary related to personal identity
- **Listening**
  - An interview with a teen discussing her personal journeys and influences
- **Speaking**
  - Talk about what makes you different
  - Discuss how to respect personal identity
- **Language**
  - Use active and passive forms of the present perfect tense
- **Writing**
  - Write a descriptive paragraph about how values shape identity



SB pages 14 : 17

Lessons **1 & 2**

- Beyond My Looks
- Self-Discovery

I Vocabulary

Key Vocabulary

look (ed), (v) (n)	يبدو - مظهر	background (n)	خلفية اجتماعية - النشأة
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growth (n)	نمو - نضج		

Pop Quiz تدريب تلقائى يهدف لإتقان المفردات اللغوية

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1. My .... is who I am inside, not my look.
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3. Self .... leads you to success.
4. He is a .... friend; he always supports me.

Lesson 1 ▸ SB pages 14 & 15

act (ed)(v)	يسلك - يتصرف	popular (adj)	محبوب
kindness (n)	العطف - الطيبة	shape (d)(v),(n)	يشكل - شكل
character (n)	شخصية	dress (ed)(v)	يرتدى

social media (n)	وسائل التواصل الاجتماعي	remind (ed) (v)	يُذكِّر
strange (adj)	غريب - غير مألوف	confident (adj)	واثق بنفسه
overcome (v)	يتغلب على	challenge (n)	تحدى
score (d)(v)	يحرز - يسجل	goals = purposes (n)	أهداف (في الحياة)
believe (d) (v)	يعتقد - يصدق	affect (ed)(v)	يؤثر على
stressed (adj)	مجهد - مرهق	realness (n)	حقيقة - واقعية
power (n)	قوة	die (d) (v)	يموت

Lesson 2 ▶ SB pages 16 & 17

journey (n)	رحلة طويلة	medicine (n)	الطب
traditions (n)	عادات - تقاليد	describe (d) (v)	يصف - يشرح
influence (d) (v) (n)	يؤثر / تأثير	volunteering (n)	التطوع
honestly (adv)	بأمانة - بصراحة	encourage (d) (v)	يشجع
realize (d) (v)	يدرك - يعرف	advice (n)	نصيحة
celebrate (d)(v)	يحتفل	patient (adj)	صبور
explore (d)(v)	يكتشف / يستكشف	differences (n)	اختلافات
fixed (adj)	ثابت	support (ed)(v), (n)	يدعم - دعم / مساعدة
inspiring (adj)	مُلهِم - مُحفِّز	quality (n)	صفة - ميزة
experience (n)	تجربة - خبرة	curiosity (n)	الفضول

Conjugation of Irregular Verbs تصريف الأفعال غير المنتظمة

Present المضارع	Past الماضي	P.P. التصريف الثالث
feel يشعر	felt	felt
find يجد - يكتسب	found	found
grow ينمو - ينضج	grew	grown
overcome يتغلب - يتخطي	overcame	overcome
make يجعل - يصنع	made	made
think يعتقد	thought	thought

Study these definitions
ادرس هذه التعريفات

identity	who a person is	الهوية
value	have a high opinion of someone or something	يقدر - يقيم
background	where someone comes from	خلفية اجتماعية
self-discovery	learning more about who you are	اكتشاف الذات

Collocations
متلازمات لفظية

solve	a problem	يحل مشكلة	**face**	challenge	يواجه تحدى
enter	a fair	يشارك في معرض	**build/gain**	confidence	يكتسب الثقة بالنفس
stay	confident	يحافظ على ثقته بنفسه	**feel**	confident	يشعر بالثقة بالنفس
stay	in mind	يبقى عالقا فى الذهن	**feel**	stressed	يشعر بالتوتر

Vocabulary Study

▶ Synonyms and Antonyms
مترادفات ومتضادات

Word الكلمة	Synonym المرادف	Antonym / Opposite المضاد
strength قوة -نقطة قوة	power	weakness ضعف / نقطة ضعف
unique فريد - مميز	different/rare/special	common/ ordinary/normal عادى
simple بسيط - سهل	easy / plain	complicated / difficult معقد
real حقيقي / واقعي	true	fake مزيف
confident واثق بنفسه / متأكد	sure/certain	unsure / uncertain غير واثق
value يقيم / يقدر	appreciate / evaluate	undervalue/disregard يستخف بـ
stressed مضغوط	worried / anxious	quiet/relaxed هادئ / مسترخى
negative سلبى	bad / weak	positive إيجابى
support يساند - يساعد	help / encourage	prevent / oppose يمنع / يُعارض

▸ Prefixes & Suffixes مقاطع بادئة وناهية

Prefix / Suffix	Function الوظيفة	Examples أمثلة
-ity	تكون الاسم من الصفة	individuality / personality تميز الشخصية
-ness	تكون الاسم من الصفة	kindness العطف
self-	للإشارة إلى النفس	self-discovery / self-respect اكتشاف الذات / احترام الذات
-ence	تكون الاسم من الصفة	confidence ثقة
-ed	تكون الصفة من الفعل	stressed متوتر / مرهق

Exercise on Vocabulary Study

Choose the correct answer from a, b, c or d :

1. The suffix "- ence" in "confidence" changes the word into a / an "..........." .
   a. verb b. adverb c. adjective d. noun
2. The Earth and the sun are unique. The antonym of "unique" is "..........." .
   a. complicated b. normal c. irregular d. formal
3. "Stressed" can have the same meaning of " ....".
   a. weak b. sure c. worried d. relaxed
4. We can form the noun from the adjective "individual" by adding the suffix "..........." .
   a. -ment b. -ness c. -ity d. -ion
5. The prefix "self-" in "self-respect" means related to "..........." .
   a. others b. thinking c. people d. oneself
6. The suffix "..........." form the noun from the adjective "kind".
   a. -ness b. -less c. -ity d. -ence

General Notes on Reading & Listening

1 advice / a device

* **advice (n)** نصيحة (اسم لا يُعد)
  - My **advice** to you is to avoid bad friends.
* **device (n)** جهاز (اسم يُعد) يؤدى وظيفة معينة
  - The smart phone is a useful **device**.

SB page 14

2 feel + صفة يشعر (ويتبعها صفة)

▸ SB What helped her **feel** more **confident**? *SB page 16*

3 quite - quiet

* quite (adv) تماما / إلى حد ما

▸ Reading on the beach is **quite** comfortable.

* quiet (adj) هادئ

▸ I like **quiet** pupils inside the class.

4 remember - remind

* remember (v) يتذكر من تلقاء نفسه

▸ I must **remember** my password.

* remind (v) يُذكر شخص آخر

▸ Can you **remind** Heba of her homework?

5 effect-affect

* effect (n) تأثير - نتيجة

▸ What is the **effect** of pollution on the environment?

* affect (v) + obj. مفعول (بدون حروف جر) يؤثر على

▸ How does other people's opinion **affect** you? *SB page 15*

Important Expressions & Prepositions تعبيرات وحروف جر هامة

Expressions التعبيرات			
act in a certain way	يتصرف بطريقة معينة	overcome life's challenges	يتغلب على تحديات الحياة
shape my character	تشكل شخصيتي	do something useful	يفعل شئ مفيد
the loudest person	أكثر شخص يتحدث - الأكثر لفتاً للانتباه	what you really are inside	شخصيتك الحقيقيه (التي تكمن داخلك)
negative opinions	اراء سلبية	beyond my looks	بعيداً عن مظهري
grow into a person	تنضج شخصيته	my voice matters	رأيي مهم
save lives	ينقذ الأرواح		
Prepositions حروف الجر			
feel about	يشعر بشأن	think of	يفكر في
over time	مع مرور الوقت	fit in	يلائم / يناسب

Main points on Reading & Listening Texts

on Lesson 1 SB page 14

1. Many students think they must look or **act**[1] a certain way to be accepted.
2. Ahmed learned that his **identity**[2] is about who he is inside.
3. Ahmed's **background**[3] is simple.
4. Ahmed's family values hard work and kindness.
5. These beliefs shape Ahmed's **character**[4].
6. Listening is one of his **strengths**[5].
7. Ahmed sometimes feels **stressed**[6] from social media to change how he acts or dresses.
8. Ahmed believes being real is more important than being popular.
9. Ahmed has found more **confidence**[7] through **self-discovery**[8].
10. He thinks with **strength**[9] and **self-respect**[10], he can grow into the person he wants to be.

(1) يتصرف - يسلك	(2) هوية	(3) خلفية اجتماعية	(4) شخصية	(5) نقاط القوة
(6) يشعر بالضغط	(7) ثقة بالنفس	(8) اكتشاف الذات	(9) القوة	(10) احترام الذات

on Lesson 2 SB page 16

1. Leila is 15 years old and lives in Alexandria.
2. She is learning about her identity through self-discovery.
3. She thinks identity is more than a name it includes **values**[1], personality, and **dreams.**[2]
4. Leila likes reading, solving problems, and volunteering.
5. She thought being **quiet**[3] was a weakness when she was younger.
6. Now, she sees being quiet as a strength.
7. Being a good **listener**[4] helps her build confidence.
8. Her teachers helped her grow and believe in herself.
9. She learned that her **voice**[5] and ideas are important.
10. Being **real**[6] means showing who you really are.
11. Leila advises other teens to be **patient**[7] with themselves and consider their differences as their **power.**[8]

(1) قيم	(2) أحلام	(3) هادئ	(4) مستمع
(5) رأى	(6) صادق - حقيقي	(7) صبور	(8) قوة

تنويه : الجمل السابقة تساعدك على التعامل أو كتابة فقرات إنشائية أخرى :

* Your personal identity
* How to shape and build your character

II Skills

1. Reading and Listening

Reading

on Lesson 1 SB page 14

Pop Quiz
تدرب على ٩ من قطع الفهم ونصوص الاستماع

Who I Am Beyond My Looks



At school, many students think they must look or act a certain way to fit in. But I've learned that my **identity**[(1)] isn't about what others see – it's about who I really am inside.

I'm Ahmed, 15 years old, and I live in Giza. My **background**[(2)] is simple: I come from a family that **values**[(3)] hard work and kindness. These **beliefs**[(4)] shape my character and help me know what's right. I may not be the loudest person in class, but I believe listening is one of my **strengths**[(5)].

Sometimes, I feel **stressed**[(6)] from social media to change how I act or dress. But I remind myself that being real is more important than being popular.

Through **self-discovery**[(7)], I've found more **confidence**[(8)]. I now know that being **unique**[(9)] doesn't mean being strange – it means being real. And with strength and **self-respect**[(10)], I can grow into the person I want to be.

Answer the following questions.

- Skim and scan text.

Learn 1. What does being unique and different mean ?

- It means being real.

Practice 2. What values shape Ahmed's character?

....

(5) نقاط القوة	(4) معتقدات	(3) يقيم - يقدر	(2) خلفية اجتماعية	(1) هوية
(10) احترام الذات	(9) فريد - مميز	(8) الثقة	(7) اكتشاف الذات	(6) متوتر

Listening

on Lesson 2 SB page 16

"Self-discovery"

Host : Today, we're speaking with Leila, a 15-year-old student from Alexandria. Leila has been on a journey of self-discovery - learning what identity means to her. Welcome, Leila!

Leila : Hi! I'm happy to share.

Host : So, how would you **describe**(1) your identity?

Leila : Well, I think identity is not just your name or where you're from - it's your **personality**(2), values, and your dreams. I come from a big Egyptian family that values **traditions**(3), but I also love reading, solving problems, and volunteering. That's part of who I am.

Host : Have your beliefs changed over time?

Leila : Yes. When I was younger, I thought being quiet was a **weakness**(4). But now I see it as a **strength**(5) – I'm a good listener and I think before I speak. That helps me build confidence.

Host : What **influenced**(6) your **growth**(7) the most?

Leila : Honestly, my teachers. One encouraged me to enter a science fair, and that made me believe in my ideas. I realized my voice matters.

Host : What does being **real**(8) mean to you?

Leila : It means showing who I really am, even if I'm different. I've learned that **individuality**(9) is something to celebrate(10).

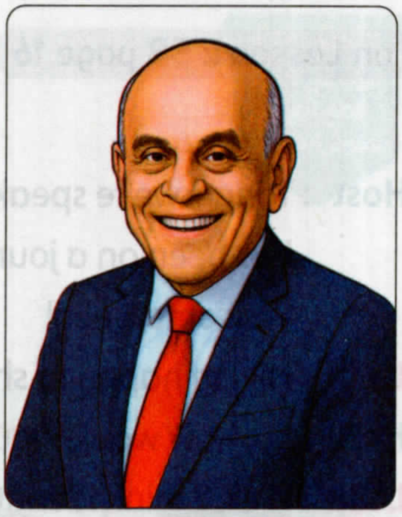
Host : Any advice for other teens exploring who they are?

Leila : Be patient with yourself. Identity isn't fixed – it grows and your differences are your **power**(11).

Host : Thank you, Leila. That was **inspiring**(12).

(1) يصف	(2) شخصية	(3) عادات - تقاليد	(4) نقطة ضعف	(5) نقطة قوة	(6) يؤثر
(7) نمو	(8) حقيقى - صادق	(9) تفرد - تميز	(10) يحتفل	(11) قوة	(12) ملهم - محفز

on Lesson 2 SB page 16



Dr. Magdi Yacoub was born in Egypt in 1935. When he was young, he enjoyed reading about **science**(1) and **medicine**(2).

When his father's sister died from **heart disease**(3), Magdi felt very sad. He began to **wonder**(4) how doctors could save people with heart problems.

This question stayed in his mind for years. He decided to study medicine and learn everything about the heart.

His search for answers led him to become a **heart surgeon**(5). By following his **curiosity**, Magdi discovered his **true purpose**(7) : to save lives.

His story shows that sometimes our **goal**(8) comes from a question or a problem we want to **solve**(9).

Answer the following questions.

- Skim and scan text.

Learn 1. What led Dr. Magdi Yacoub to become a heart surgeon ?

- His search for answers to his question "How doctors could save people's lives".

Practice 2. What did Dr. Magdi Yacoub decide to study when he grew older ?

....

(1) العلوم	(2) الطب	(3) مرض بالقلب	(4) يتسائل	(5) جراح للقلب
(6) فضول / حب استطلاع	(7) هدف حقيقى	(8) هدف فى الحياة	(9) يحل	

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

Key vocabulary

1. Encouraging your children and supporting them gives them great .... to do well.
   a. disappointing   b. confidence   c. weakness   d. look
2. Mohammed Salah's .... is simple. He was born into a simple family.
   a. belief   b. background   c. value   d. travels
3. Being quiet is not a .... point, but it's a strength one.
   a. weakness   b. strength   c. confidence   d. unique

4. Confidence and patience are great .... of any leader.

a. jobs b. values c. roads d. hobbies

SB Exercises

5. SB So much homework usually makes students feel ....

a. strange b. happy c. stressed d. honest

6. SB People usually .... those who do something useful like scientists.

a. hurt b. damage c. value d. pollute

7. SB What .... do you think Leila faced ?

a. colors b. challenges c. confidence d. shapes

El-Moasser Exercises

8. When you know where someone comes from. This means you know their ....

a. underground b. background c. value d. situation

9. To .... means to have a high opinion of someone or something.

a. score b. value c. enter d. stay

10. Self- .... means learning more about who you are.

a. company b. business c. discovery d. trade

11. Being courageous and confident is a good .... for building your character.

a. equality b. quality c. device d. difference

12. He has a strong will [إرادة], he can .... his illness and get better.

a. repeat b. overcome c. support d. believe

Definitions

13. .... means who a person is.

a. Confidence b. Identity c. Strength d. Challenge

14. .... means to have a high opinion of someone or something.

a. Feel b. Discover c. Value d. Score

Language Notes, Expressions & Prepositions

15. Smoking has a bad .... on your health.

a. affect b. effect c. password d. advice

16. In my opinion, the computer is the most important ....

a. advise b. device c. advice d. devise

2. Speaking مهارة التحدث

Asking and answering questions about your identity: السؤال والإجابة عن هويتك :

Questions	Answers
1. What is identity? ما معنى الهوية ؟	- It is about your personality, values and dreams. انها تعنى شخصيتك وقيمك واحلامك.
2. How do other people's opinions affect you? كيف تؤثر اراء الاخرين عليك ؟	- They sometimes help me change my ideas, but sometimes they upset me. أحيانا تساعد فى تغيير افكارى وأحيانًا تزعجنى.
3. How do you feel when you hear negative opinions? كيف تشعر عندما تسمع آراء سلبية ؟	- I feel stressed. اشعر بالتوتر.

Asking and answering questions about your personality: السؤال والإجابة عن شخصيتك:

Questions	Answers
1. What three words describe your personality best? ما افضل ثلاثة كلمات التى تصف شخصيتك بشكل أفضل؟	- Confidence, being honest and strength. الثقة بالنفس، الأمانة والقوة.
2. Why ? لماذا؟	- Because my self-confidence helps me succeed and makes me unique. لان ثقتى بنفسى تساعدنى فى النجاح وتجعلنى مميز.

III Language in use

The Present Perfect Tense زمن المضارع التام

Formation التكوين

1 Affirmative statement : الجملة الخبرية المثبتة :

I, We, You, They, اسم جمع → have('ve) + P.P. التصريف الثالث.
He, She, It, اسم مفرد → has ('s) + P.P. التصريف الثالث.

ex. - I have found a pen.
- She has studied hard.
- My uncle and aunt have sent me an email.

2 Negative statements : الجمل الخبرية المنفية :

I, We, You, They, اسم جمع	→	have not (haven't)	+ p.p. التصريف الثالث .
He, She, It, اسم مفرد		has not (hasn't)	

ex. - We have not (haven't) finished studying English yet.

---

3 Interrogative : صيغة الاستفهام :

A Yes / No question السؤال بـ «هل»

Have / Has + subject فاعل + p.p. ..... ?

ex. - Have you ever eaten Chinese food ?
- Yes, I have. - No, I haven't.
- Has she cooked fish yet ?
- Yes, she has. - No, she hasn't.

B Wh-question السؤال باستخدام كلمة استفهام

Question word كلمة الاستفهام + have / has + subject فاعل + p.p. ..... ?

ex. - What have you bought ? - I have bought a new bag.

Usage الاستخدام

يستخدم زمن المضارع التام للتعبير عن حدث تم فى الماضى بدون تحديد وقت حدوثه.

ex. - My favorite writer has written a new book.
- I have been deaf all my life.

يستخدم زمن المضارع التام للتعبير عن حدث بدأ فى الماضى ومازال مستمرًا حتى الآن.

ex. - I have lived in Aswan since 2007.

يستخدم زمن المضارع التام للتعبير عن حدث تم فى الماضى وله أثر فى الحاضر.

ex. - I can't play the match because I have hurt my leg.

لاحظ أن : عند تحديد وقت وقوع الحدث فى الماضى نستخدم زمن الماضى البسيط.

ex. - Tamer has sent me an email. He wrote it yesterday.

Key words الكلمات الدالة

• غالبًا ما يأتى المضارع التام مع :

just	حالاً/توًا	never	أبدًا	yet	حتى الآن	for	لمدة
already	بالفعل	ever	من قبل	since	منذ		

" Present Perfect Tense Passive " زمن المضارع التام فى صيغة المبنى للمجهول

Object المفعول + have / has + been + p.p. ….

ex. - Tourists have visited the Pyramids. (Active)

- The Pyramids have been visited by tourists. (passive)

---

1 The present perfect with "ever" and "never"

A "ever" with Yes / No question :

تستخدم "ever" مع زمن المضارع التام عند السؤال بـ «هل» بمعنى «من قبل». [عند السؤال عن خبرة سابقة]

ex. - Have you ever been to the desert ?

- Yes, I have. - No, I haven't.

B "never" with negative sentences :

تستخدم "never" مع زمن المضارع التام عند النفى. [تعبر عن عدم وجود خبرة سابقة]

ex. - He's never ridden a camel and he has never seen the sea.

• لاحظ أن :

عند استخدام [never] فى الجملة فإننا لا ننفى بـ [not] حيث أنها تحمل معنى النفى.

• **Asking and answering using "ever & never"**

يمكن استخدام [ever] فى السؤال وتكون الإجابة عليه بـ [never] عند النفى.

ex. Have you ever met a famous person ?

– No, I have never met a famous person. - للإجابة بالنفى :

– Yes, I have. I met a football player once. - للإجابة بالاثبات :

2 The Present Perfect Tense with (for & since) :

زمن المضارع التام مع (for & since) :

A for : (a period of time)

(أ) لمدة : ويأتى بعدها المدة التى استغرقها حدوث الفعل حتى لحظة الكلام

Formation التكوين

Subject فاعل + **have / has** + **p.p.** + **for** + (مدة وقوع الحدث)

• مدة وقوع الحدث: 3 days / 4 months / 2 years / long / five hours

a long time / an hour / the last + مدة ....

ex. - I have lived here for 13 years.
- Have you been at this school for a long time ?
- No, I have only been here for a month.

B since : (a point of time)

(ب) منذ : ويأتى بعدها تعبير زمنى يدل على بداية حدوث الفعل.

Formation التكوين

Subject فاعل + **have / has** + **p.p.** + **since** + (بداية الحدث).

بداية الحدث: 2009/2014 سنة ماضية / May/Sunday شهور أو أيام / last week, year, ...

yesterday / then / he went abroad (جملة فى زمن الماضى البسيط)

ex. - I have studied English since I was eight years old.
- Has your uncle worked at the hospital since he moved to Cairo ?
- Yes, he has worked there since 2008.

• لاحـظ ما يلى جيدًا :

Subject الفاعل + **have / has been to** + **place** مكان • ذهب وعاد

Subject الفاعل + **have / has gone to** + **place** مكان • ذهب ولم يعد بعد

ex. - I've been to Paris three times. I want to go there again.
- Ahmed has gone to the club. You can join him there now.

3 The Present Perfect Tense with (yet & already) :

زمن المضارع التام مع (yet & already) :

A yet : means "at any time until now".

• تستخدم "yet" بمعنى "حتى الآن"

Formation التكوين

We use it at the end of negative sentences :

• تستخدم فى نهاية الجمل المنفية :

Subject الفاعل + haven't / hasn't + p.p. + ... yet.

ex. - She hasn't been to another country yet.

B already : means "before now" or before a particular time

• تستخدم "already" بمعنى "بالفعل / مسبقًا"

Formation التكوين

a) We use it at the end of the sentence.

• تستخدم فى نهاية الجملة.

Subject الفاعل + have / has + p.p. + تكملة الجملة + already .

ex. - She's played in two concerts already.

b) We use it before the main verb :

• تستخدم قبل الفعل الأساسى أى تأتى بين (have / has) والـ (p.p.) التصريف الثالث للفعل.

Subject الفاعل + have / has + already + p.p. ..... .

ex. - She has already written a book of short stories.

Exercises on Language in use

1. Choose the correct answer from a, b, c or d :

SB Exercises

1. I .... my homework already.

a. has finished b. have finished c. finish d. finishes

2. My car .... lately.

a. repaired
b. has repaired
c. was repairing
d. has been repaired

3. The museum .... by many tourists.

a. has visited b. visited c. has been visited d. was visiting

4. They .... to Alexandria.

a. have never been b. has ever been c. never has d. never have

5. He .... the room.

a. just left b. has just left c. just leaves d. just leaving

6. We .... in this city since 2017.

a. have lived b. lived c. were living d. were lived

7. Ahmed .... that movie yet.

a. didn't see b. doesn't see c. hasn't seen d. wasn't seen

8. We .... friends since primary school.

a. were b. are c. been d. have been

El-Moasser Exercises

9. I............ that book already; you can borrow it.

a. have read b. reading c. was reading d. am reading

10. I .... English for 12 years.

a. have spoken b. speak c. spoken d. am speaking

11. .... you ever been to Alexandria?

a. Did b. Has c. Have d. Were

12. The homework .... yet.

a. hasn't finished
b. hasn't been finished
c. didn't finish
d. isn't finished

13. We have lived in this city .... 2015.

a. for b. since c. at d. on

14. I haven't seen that film ....

a. already b. just c. yet d. ever

15. Many good changes .... in our school recently.

a. has made b. have been made c. made d. were making

16. I've known my best friend .... ten years.

a. since b. for c. from d. with

17. Many students .... by their helpful teachers this year.
    a. have helped b. were helping c. have been helped d. helped
18. He .... his homework, so he can relax now.
    a. has just finished b. just finished c. was just finishing d. is just finishing
19. New cities .... by the current government.
    a. have built b. have been built c. built d. were building
20. My car has been .... lately, so it's working well now.
    a. repair b. repairing c. repaired d. repairs

2. Complete the sentences with the correct form of the word(s) in brackets :

SB Exercises

1. My sister .... **(break)** her phone again!
2. I........... **(not see)** that movie yet.
3. We .... **(read)** three chapters since 7 o'clock.
4. .... **(Has)** you ever .... **(eat)** falafel?
5. She .... **(study)** English since she was a child.
6. Have you .... **(never)** been to Aswan?
7. The window has .... **(broken)**.
8. They .... **(just/ finish)** the science project.
9. .... you ever .... **(ride)** a horse?
10. The task .... **(complete)** already.

El-Moasser Exercises

11. Dalia has learned English .... **(since)** ten years.
12. The invitations .... **(already/send)** out.
13. He .... **(work)** as a teacher for five years.
14. The windows .... **(not/clean)** yet.
15. Have you ever .... **(ride)** a camel?
16. My self-respect has .... **(improve)** a lot recently.
17. The match .... **(just/begin)**.
18. This book .... **(read)** by thousands of people early.
19. The dishes .... **(not/wash)** yet.

3. SB Correct the mistakes in the following sentences :

1. The movie **have** been watched. (......................)
2. He has never **saw** snow. (......................)
3. Lunch **hasn't cooked** yet. (......................)
4. We **has** gone to the market. (......................)
5. She **have** just finished her work. (......................)
6. She **has supported** by her friends. (......................)

4. Rewrite the following sentences using the word(s) in brackets :

1. They have bought a new car. **(been)**

....

2. She has visited Aswan. **(yet)**

....

3. He has lived in Cairo since 2020. **(for)**

....

4. Football has been played by them. **(They)**

....

5. They watched TV a short time ago. **(just)**

....

General
Exercises

On Lessons 1 & 2

التقييمات اليومية والأسبوعية والشهرية فى نهاية الكتاب

1 Read and complete the text with words from the following list :

identity – have – strengths – has – weak – confidence

My friend Leila has been on a journey of self-discovery. She learned that her true (1) .... is about who she really is inside. She now focuses on her (2) ...., like being a good listener and showing kindness. This process (3) .... helped her gain more (4) .... It's amazing to see how she has grown.

2 Read the following text, then answer the questions :

Tarek was a quiet boy who loved drawing. He was not good at sports like his friends, so he often felt different. One day, his school announced an art fair. Tarek wanted to join, but he was nervous. His teacher, Mr. Ali, gave him support and told him, "Your unique talent is your strength".

Encouraged by these words, Tarek decided to draw something that was special to him: a large, colorful picture of a lion with a kind face. He worked on **it** every day after school. When he showed it at the art fair, he was worried his friends would laugh. Instead, they were amazed. They told him his drawing was creative and wonderful. Tarek's drawing won a prize for being the most unique piece of art. For the first time, he didn't feel bad about being different. He learned that his unique talent was something to be proud of.

a. Choose the correct answer from a, b, c or d :

1. The main idea of the passage is "..........." .
   a. How a boy gained confidence from his unique talent
   b. Why sports are important for students
   c. A description of Tarek's school
   d. How to draw a lion
2. The underlined pronoun "it" refers to the "..........." .
   a. fair b. picture c. announcement d. talent

b. Answer the following questions.

3. Who gave Tarek support to enter the art fair ?

....

4. Why do you think Tarek was nervous to show his drawing at first ?

....

5. Summarize the lesson that Tarek learned at the end in one sentence.

....

6. What do you predict Tarek will do in the next school art fair ?

....

3 Choose the correct answer from a, b, c or d :

1. The word "unique" means being "..........." .
   a. the same as others b. popular
   c. one of a kind d. strange
2. Your "background" refers to your "..........." .
   a. future plans b. favorite hobby
   c. family and experiences d. school subjects
3. The opposite of "strength" is "..........." .
   a. weakness b. confidence c. energy d. power
4. We add the prefix "..........." to the adjective "popular" to get the opposite.
   a. un– b. in– c. dis– d. mis–
5. He showed great .... by not giving up after facing a challenge.
   a. weakness b. identity c. stressed d. strength
6. Having .... means you believe in your own abilities.
   a. confidence b. popularity c. problems d. work

4 Complete the sentences with the correct form of the word(s) in brackets :

1. I .... **(just finish)** my homework.
2. The museum ....**(visit)** by many tourists already.
3. She .... **(not see)** that movie yet.
4. Many important lessons .... **(learn)** by the students.
5. He .... **(live)** in Giza since he was born.

5 Write a paragraph of One Hundred and Ten (110) words on :

مجاب عنه في نهاية الكتاب

"The importance of self-discovery for young people"

....

....

....

....

....



SB pages 18 & 19

Lesson 3 ▸ Digital Devices

⚠ تنويه : الدرس الرابع القصة المقررة فى نهاية الكتاب

I Vocabulary

Key Vocabulary

mirror (n)	مرآة	identity map	خريطة الهوية
adjust (ed) (v)	يضبط - يعدل	strong (adj)	قوى
curious (adj)	فضولى - محب للاستطلاع	creative (adj)	مبدع
strength (n)	قوة	portrait (n)	صورة فنية (للوجه)
confident (adj)	واثق من نفسه	ashamed (adj)	يشعر بالخجل
panic (ked) (v)	يضطرب / يفزع		

Pop Quiz تدريب تلقائى يهدف لإتقان المفردات اللغوية

• **Complete the following sentences using the words in the box :**

portrait - curious - adjusting - mirror - strength

1. You can see yourself in the ....
2. Stop .... your jacket, it looks cool.
3. Magy is a .... student. She always asks many questions.
4. He has a great .... to lift this heavy box.

Lesson 3 ▸ SB pages 18 & 19

blazer (n)	سُترة	blend (ed)(v)	يخلط - يمزج
curls(n)	خصلات / تجاعيد الشعر	click (ed) (v)	ينقر / يطقطق
unlike (adv)	بخلاف / على عكس	outgoing (adj)	اجتماعى - منفتح
comfort (n)	راحة	sketchbook (n)	دفتر الرسم
perfect (adj)	مثالى / تام	beauty (n)	جمال
introduce (d)(v)	يقدم - يعرض	create (d)(v)	يصنع - ينشئ
hand-drawn	مرسوم يدويًا	dream (ed) (v), (n)	يحلم / حلم

imperfection (n)	عيب - نقص	talent (n)	موهبة
thumbs-up	رفع الابهام للموافقة	assignment (n)	واجب - مهمة
decisions (n)	قرارات	panic (ked)(v)	يفزع - يصاب بالذعر

Conjugation of Irregular Verbs

تصريف الأفعال غير المنتظمة

Present المضارع		Past الماضى	P.P. التصريف الثالث
begin	يبدأ	began	begun
keep	يظل - يبقى	kept	kept
stand	يقف	stood	stood
feel	يشعر	felt	felt
draw	يرسم	drew	drawn

Study these definitions

ادرس هذه التعريفات

curious	interested in discovering new things	محب للاستطلاع
confident	feeling sure about your abilities, qualities or decisions	واثق من نفسه
values	the beliefs and principles that guide how we live	قيم
adjusting	changing something a little to make it better	يضبط / يعدل

Collocations

متلازمات لفظية

give	assignment	يعطى واجب	feel	unsure	يشعر بعدم الثقة
give	a thumbs-up	يرفع اصبع الإبهام للتعبير عن الموافقة	find	comfort	يجد الراحة
have	a look	يلقى نظرة	stand	before	يقف أمام

Vocabulary Study

▸ Synonyms and Antonyms

مترادفات ومتضادات

Word الكلمة		Synonym المرادف	Antonym / Opposite	المضاد
perfect	كامل / تام	ideal	imperfect	غير تام / ذو عيب
quiet	هادىء	peaceful / calm	noisy / loud	مزعج / صاخب
outgoing	اجتماعى	sociable	shy	خجول

comfort راحة / سكينة	well-being / happiness	discomfort عدم الراحة
curious محب للاستطلاع / فضولي	interested	uninterested غير مهتم
colorful ملون / زاهي	bright	plain سادة
sure متأكد	certain	unsure غير متأكد
adjust يتكيف / يُعدل	adapt	disturb يضطرب

▶ **Prefixes & Suffixes** مقاطع بادئة وناهية

Prefix / Suffix	Function الوظيفة	Examples أمثلة
im-	تعطى عكس الكلمة	imperfect غير كامل / غير تام
-ment	تكون الاسم من الفعل	assignment أداء / واجب
-tion	تكون الاسم من الصفة / الفعل	imperfection عدم اكتمال representation تمثيل
-ed	تكون الصفة من الفعل	confused مرتبك
-ion	تكون الاسم من الفعل	decision قرار
-ance	تكون الاسم من الصفة	importance أهمية
un-	تعطى عكس الصفة	unsure غير متأكد / غير مطمئن

Exercise on Vocabulary Study

Choose the correct answer from a, b, c or d :

1. The suffix "-ion" in "decision" turns the word into a/an ....
   a. adjective b. noun c. verb d. adverb
2. Colourful and .... have the same meaning.
   a. plain b. bright c. noisy d. helpful
3. The word "perfect" means "....................".
   a. ideal b. sociable c. quiet d. peaceful
4. "adjust" and "adapt" are ....
   a. synonyms b. antonyms c. prefixes d. suffixes

5. The synonym of the word "curious" is "..................".

a. bored b. uninterested c. interested d. angry

6. The prefix "-dis" in "discomfort" means ".................." .

a. again b. before c. not d. inside

General Notes on Reading & Listening

1 comfort - comfortable

* comfort (n) راحة

▸ She kept to herself, finding **comfort** only in her sketchbook.

* comfortable (adj) مستريح - مريح

▸ I feel **comfortable** when I sit on the beach.

▸ This chair is **comfortable**.

2 portrait - photo - sketchbook

* portrait = drawing بورتريه : صورة تظهر وجه شخص

▸ She drew a **portrait** of her friend.

* photo = photography صورة فوتوغرافية : (يتم التقاطها بالكاميرا)

▸ He took amazing **photos** with his digital camera.

* sketchbook دفتر الرسومات / ألبوم الرسوم

▸ The artist carries his **sketchbook** wherever he goes.

3 Compound adjectives with past participle :

تتكون بعض الصفات المركبة باستخدام التصريف الثالث للفعل مسبوقًا باسم أو بظرف.

* hand-drawn مرسوم باليد * well-known مشهور

* home-cooked مطهو في المنزل * widely-used مستخدم علي نطاق واسع

▸ Yesterday I bought a **hand - drawn** portrait.

4 like - unlike - likely

* like — يحب / مثل
  - **I like** hand-drawn portraits.
  - **like** my father, I'm tall and thin.
* unlike — على نقيض (تدل على التناقض)
  - **Unlike** my brother, I love pizza.
* likely — مُحتمل (تستخدم للتعبير عن الاحتمالية والتنبؤ)
  - It's **likely** they will cancel the match.

Important Expressions & Prepositions
تعبيرات وحروف جر هامة

Expressions التعبيرات			
sit right	مرتب بشكل صحيح	the following week	الأسبوع التالى
felt too big	كان يبدو كبير جدا	fail the exam	يفشل فى الامتحان
keep to herself	تنطوى على نفسها / تبتعد عن الآخرين	make it better	يجعلها أفضل
feel sure	يشعر بالطمأنينة	feel proud of herself	تشعر بالفخر بنفسها
Prepositions حروف الجر			
stand out	يتميز - يبرز	at the center	فى المنتصف
on the first day	فى أول يوم	in the front row	فى الصف الأمامى
blending into the background	يندمج مع الخلفية - يختفى عن الأنظار	in free time	فى وقت الفراغ
		adapt well to	يتكيف جيدًا مع ....



Main points on Reading & Listening Texts

on Lesson 3 SB page 18

1. Nour felt nervous on her first day of Grade 9.
2. She thought her blazer didn't fit and her glasses were too big.
3. At school, Nour stayed quiet and tried to **blend**[1] into the background.
4. She kept to herself, finding **comfort**[2] only in her sketchbook.
5. She loved to draw faces that were not perfect, but real.
6. Ms. Hanan gave the class a project to create an identity map.
7. Nour was scared and asked herself, "Who am I?"
8. She looked through her old mirror and started drawing herself.
9. Nour showed a hand- drawn portrait for herself to the class.
10. She wrote words around her face: **Strong**[3], Creative, and Curious.
11. The class clapped for her, and Ms. Hanan said being different is a **strength**[4].

(1) يندمج	(2) راحة
(3) قوى	(4) قوة

تنويه : تنويه الجمل السابقة تساعدك على التعامل أو كتابة بريد إلكترونى أو فقرة إنشائية :

* Your favorite hobby
* Needed qualities to be different and strong

II Skills

Reading and Listening

Pop Quiz
تدرب على ٩ من
قطع الفهم
ونصوص الاستماع

Reading

on Lesson 3 SB page 18

The Mirror(1) Moment



On the first day of Grade 9, Nour stood in front of the mirror, **adjusting**(2) her blazer for the fifth time. Her curls didn't sit right, and her glasses felt too big. "Why can't I just fit in?" she thought.

At school, Nour stayed quiet, blending into the background. Unlike the **confident**(3), outgoing students around her, she kept to herself, finding **comfort**(4) only in her sketchbook. She loved drawing faces—not perfect ones, but real ones. She saw beauty where others didn't.

Then one day, Ms. Hanan introduced a project: "Create your **Identity Map**(5). Show us who you are –your dreams, values, and challenges."

Nour **panicked**(6). " Who am I?"

That night, going through her old sketches, something clicked. She began drawing again - this time, herself. The following week, while others shared colorful posters, Nour stood before the class with a board of hand-drawn **portraits**(7). At the center: her own face, glasses and curls included. Around it, she wrote: **Strong**(8). Creative. Curious.

When she finished, the class clapped. Even Leila, the girl in the front row, gave her a thumbs-up.

After class, Ms. Hanan said, "You didn't just share who you are – you showed us that being different is your strength(9)." And Nour believed her.

(1) مرآة	(2) يعدل	(3) واثق من نفسه	(4) راحة	(5) خريطة الهوية
(6) شَعَرَ بالذعر	(7) لوحة صورة شخص	(8) مرونة	(9) قوة	

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

Key vocabulary

1. My brother is a/an .... artist. He draws amazing portraits.
   a. bored b. ugly c. creative d. strange
2. When you have an interview, you should be .... and express yourself well.
   a. ashamed b. confident c. imperfect d. weak
3. I always .... my clothes in front of the mirror before going out.
   a. damage b. wash c. adjust d. cut

SB Exercises

4. SB After failing the exam, she stayed .... and studied harder.
   a. strong b. disappointed c. angry d. confused
5. SB New students should .... to their new school quickly.
   a. avoid b. identify c. adjust d. guide
6. SB The child was .... about how the toy works.
   a. curious b. spoiled c. valuable d. angry
7. SB I felt .... of myself when I introduced my project well.
   a. ashamed b. proud c. angry d. amazed
8. SB What does Nour like to do in her .... time ? - She likes drawing.
   a. free b. busy c. story d. balanced

Definitions

9. "............" means changing something a little to make it better.
   a. Feeding b. Adjusting c. Giving d. Keeping
10. .... means interested in discovering new things.
    a. Lazy b. Valuable c. Curious d. Useful

El-Moasser Exercises

11. .... his brother, Ahmed is tall and strong.
    a. Although b. Unlike c. Similar d. The same
12. Values are beliefs and principles that .... how we live.
    a. spoil b. guide c. damage d. face

Language Notes, Expressions & Prepositions

13. This drawing is .... It's not taken by a camera.
    a. hand-written b. hand-drawn c. hand-blended d. hand-cooked
14. I feel .... when I visit the countryside. There are beautiful views.
    a. imperfect b. bored c. comfortable d. ashamed
15. Nour stood .... the class with a board of hand - drawn portraits.
    a. on b. front c. before d. after
16. She stood in front of the mirror to try to .... a look at herself.
    a. make b. have c. do d. give

General Exercises

On Lesson 3

التقييمات اليومية
والأسبوعية والشهرية
فى نهاية الكتاب

1 Finish the following dialog :

A new student, Omar, is talking to his classmate, Fares.

Fares : Welcome to our school, Omar.

Omar : Thanks. (1) .... ?

Fares : I'm Fares. Don't worry, everyone is very friendly here.

Omar : I feel a bit shy. I'm not very outgoing.

Fares : (2) .... ?

Omar : I prefer listening to people.

Fares : That's a great strength! Everyone is unique in their own way.

Omar : You really think so?

Fares : (3) ....

Omar : (4) .... I feel more confident now.

Fares : (5) .... Let's meet some friends.

2 Read and complete the text with the words from the following list :

confident – values – has – give – strong – lazy

For our school project, we had to create an identity map. It was a chance to show our personal (1) .... My map showed that I am (2) .... because I don't (3) .... up easily. This assignment (4) .... helped me feel more sure about my abilities and who I am.

3 Read the following text, then answer the questions :

Dina was a student who loved science. She enjoyed building small robots and doing experiments. However, most of her friends were in the drama club, and they often asked her to join __them__. Dina felt confused. On one hand, she wanted to be with her friends. On the other hand, she didn't want to give up her passion شغف for science.

One day the school announced a big science fair. Dina saw this as her chance. Although she was nervous, she decided to build a small, solar - powered car. She worked hard for weeks, showing great strength when things went wrong. Her family supported her and helped her stay confident. On the day of the fair, her friends from the drama club came to see her project. They were amazed by her creative

work. Dina's car won first prize. After that day, she didn't feel confused anymore. She understood that being true to her won identity was the real key to happiness, and her friends respected her for it.

a. Choose the correct answer from a, b, c or d :

1. The best title for this story is "............".
   a. How to join a drama club
   b. A girl who followed her passion for science
   c. The best solar - powered cars
   d. The importance of friendship

2. Dina built a .... for the science fair.
   a. painting
   b. large robot
   c. solar-powered car
   d. type of plant

b. Answer the following questions.

3. Why did Dina feel confused at the beginning of the story?

....

4. In your opinion, why were Dina's friends amazed by her project?

....

5. Summarize what Dina learned about her identity in one sentence.

....

6. What does the underlined word "<u>**them**</u>" refer to?

....

4 Choose the correct answer from a, b, c or d :

1. A confident person is someone who .... their abilities.
   a. unsure about
   b. ashamed of
   c. feels sure about
   d. confused by

2. Your values are the things you believe they are ....
   a. unimportant
   b. difficult
   c. simple
   d. important

3. The word "adjust" is closest in meaning to ....
   a. weak
   b. adapt
   c. keep
   d. stand

4. The suffix "-............" turns the verb "decide" into a noun.
   a. -ion
   b. -ment
   c. -tion
   d. -er

5. Nour drew faces that were not .... but real ones.
   a. adjusting b. perfect c. different d. panicked
6. The teacher's project helped Nour stop blending into the .... and show her true self.
   a. values b. sketchbook c. mirror d. background

5 Complete the sentences with the correct form of the word(s) in brackets :

1. Nour's creative project has .... **(admire)** by the whole class.
2. She .... **(learn)** a lot about herself this year.
3. The students have .... **(give)** an interesting assignment by the teacher.
4. I .... **(never see)** such an honest presentation before.
5. Leila .... **(already change)** her mind about what strength means.

6 Write a paragraph of about One Hundred and Ten (110) words on :

مجاب عنه في نهاية الكتاب

"The Mirror Moment"

....
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SB Pages 22 : 24

Lessons 5 & 6

- Let's Talk
- This is Me

I Vocabulary

Key Vocabulary

honesty (n)	الأمانة	positive (adj)	ايجابى
accept (ed) (v)	يوافق	action (n)	فعل - عمل
trusted (adj)	محل ثقة / موثوق فيه	responsibility (n)	مسئولية
choice (n)	اختيار	supportive (adj)	داعم / مساند
self-respect	احترام الذات	notice (d) (v)	يلاحظ

Pop Quiz تدريب تلقائى يهدف لإتقان المفردات اللغوية

• Complete the following sentences using the words in the box :

responsibility - trusted - accepted - positive - choices

1. My parents .... my request to go on the school trip .
2. You have many .... ,so don't worry.
3. A student's .... is to study and learn.
4. Sports have a .... impact on your health.

Lesson 5 ▸ SB pages 22 & 23

personal (adj)	شخصى	special (adj)	خاص - مميز
improve (d) (v)	يتحسن	notice (d) (v)	يلاحظ
accepted (adj)	مقبول - معتمد	support (ed) (v),(n)	يدعم - يساند - دعم
eye contact	التواصل بالنظر	copy (ied) (v)	ينسخ / يقلد
experiences	تجارب حياتية	focus (ed)	يركز على
body language	لغة الجسد		

Lesson 6 ▸ SB page 24

caring (adj)	مهتم - لطيف	fairness (n)	عدل - مساواة
classmate (n)	زميل الفصل	task (n)	مهمة
journalist (n)	صحفى	brave (adj)	شجاع

absent (adj)	غائب	trust (n)	ثقة
movie (n)	فيلم		

Conjugation of Irregular Verbs

تصريف الأفعال غير المنتظمة

Present المضارع	Past الماضي	P.P. التصريف الثالث
show يوضح - يظهر	showed	shown
understand يفهم	understood	understood
teach يُعلم	taught	taught
grow يكبر / ينمو	grew	grown

Collocations

متلازمات لفظية

have	experiences	لديه خبرات	make	differences	يحدث فارق
build	trust	يكون أو يبنى ثقة	make	changes	يحدث تغييرات
			accept	differences	يقبل الاختلاف

Synonyms & Antonyms

Synonyms and Antonyms

مترادفات ومتضادات

Word الكلمة	Synonym المرادف	Antonym / Opposite المضاد
personal شخصى	private	public عام
accept يقبل	agree	reject / refuse / disagree يرفض
improve يحسن	develop	damage / harm يهدم / يتلف
supportive داعم/مساند	helpful / encouraging	unsupportive / unhelpful غير داعم / غير مساعد
self-respect احترام الذات	self -confidence	self-distrust / shyness عدم الثقة بالنفس / الخجل
trust يثق	believe	distrust يفقد الثقة
absent غائب	missing / removed	present / attendant حاضر
evidence دليل /اثبات	proof	disproof انكار

Prefixes & Suffixes

مقاطع بادئة وناهية

Prefix / Suffix	Function الوظيفة	Examples أمثلة
-ance	تحول الفعل إلى اسم	performance عرض / أداء
-ive	تحول الفعل لصفة	supportive داعم
-y	تحول الصفة إلى اسم	honesty أمانة
-er	تحول الفعل لاسم فاعل	reader قارئ
-ing	تكون الصفة من الفعل	caring مهتم

Exercise on Vocabulary Study

Choose the correct answer from a, b, c or d :

1. The synonym of "supportive" is "............" .
   a. distant b. encouraging c. weak d. missing
2. The antonym of "accept" is "............" .
   a. receive b. welcome c. reject d. agree
3. Ahmed was .... from school. He was not present.
   a. absent b. attendant c. rejected d. accepted
4. The suffix "-ive" in the word "supportive" makes it a/an "............" .
   a. adjective b. noun c. adverb d. verb
5. He didn't refuse to attend my wedding party. He ....
   a. accepted b. harmed c. took d. shaped

General Notes on Reading & Listening

1 character

- Confidence is a part of his **character**. الصفات الدائمة في الشخص (الشخصية)
- Who's the main **character** in the story? شخصية في (قصة / مسرحية)

2 respected - respectful

* respected (adj) — شخص يحترمه الآخرون وله مكانة

▶ He is a **respected** teacher. We all love him.

Reading Lesson 5 ▶ SB page 22

* respectful (adj) — شخص يحترم الآخرين

▶ She is a **respectful** person. She respects others' views.

3 fair - fairness

* fair (adj) / (n) — عادل / سوق - معرض

▶ We all have **fair** chances to show our ideas at school.

▶ Rahma went to Cairo International Book **Fair** and enjoyed being there.

* fairness (n) — العدالة

▶ I value **fairness** in my daily choices.

4 super = very = extremely — جدًا - للغاية

▶ Ali felt **super** happy when he came first in the test.

Important Expressions & Prepositions — تعبيرات وحروف جر هامة

Expressions التعبيرات

feel confident	يشعر بالثقة في نفسه	That's why	لهذا السبب
feel accepted	يشعر بأنه مقبول	show strength	يظهر مرونة
accept myself	أتقبل نفسي	show respect for ...	يُظهر الإحترام لـ ....
receive actions	يتعرض لسلوك	act honestly	يتصرف بأمانه
show values	يعبر عن القيم	be yourself	كن على طبيعتك
daily choices			الاختيارات اليومية

Prepositions حروف الجر

in their own way	بطريقتهم الخاصة	part of	جزء من
go through	يمر بـ [تجربة- موقف]	believe in	يؤمن بـ
stand for	يرمز إلى - يدافع عن / يؤيد	important for	مهم لـ

Main points on Reading & Listening Texts

On Lesson 5 SB page 22

1. Hala and Omar talk about personal identity.
2. Omar says he learns that everyone is **different**(1) and special.
3. Hala says going through self-discovery helpes her feel more **confident** (2).
4. Omar says he feels more confident and his **self-respect** (3) has improved because he's learned to accept himself.
5. Hala says people who have faced challenges with a positive **attitude** (4) have shown a lot of **strength** (5).
6. Omar says teachers have supported many students.
7. Hala says acting with **honesty** (6) helps people respect you.
8. Omar says respecting personal identity means understanding others' experiences.
9. Hala says when people feel accepted, their **confidence** (7) grows.
10. It's important to be kind and **supportive** (8).

(1) مختلف / مميز	(2) واثق من نفسه	(3) تقدير الذات
(4) سلوك / موقف	(5) قوة	(6) أمانة
(7) ثقة بالنفس	(8) داعم / مساند	

On Lesson 5 SB page 22

1. I believe in kindness, honesty, and **responsibility** (1).
2. These **values** (2) have shaped my personal identity.
3. Showing respect and being caring have built **trust** (3) with others.
4. I try to be fair in my choices every day.
5. I help my classmates with their school work.
6. I share my notes with friends who have been **absent** (4).
7. My teachers trust me because I have always completed my tasks honestly.
8. Many experiences have taught me that being **brave** (5) and kind can make a difference in people's lives.
9. Kindness and honesty are **strong** (6) parts of my identity.

(1) مسئولية	(2) قيم	(3) ثقة
(4) غائب	(5) شجاع	(6) قوى

تنويه : الجمل السابقة تساعدك على التعامل أو كتابة فقرات إنشائية أخرى:

* Showing respect to others

* Respecting personal identities

II Skills

1. Reading and Listening

للمزيد من إتقان المهارات اللغوية
كراسة المعاصر للمهارات اللغوية

Reading

on Lesson 5 SB page 22

Respecting Personal Identity



Hala : Hi Omar! Have you ever learned about **personal identity**(1) ?

Omar : Yes, I have. I've learned that everyone is different and special in their own way.

Hala : That's right! I've gone through a lot of **self-discovery**(2) this year. It has helped me feel more **confident**(3).

Omar : That's great! I've also started to feel more confident. I think my **self-respect**(4) has improved because I've learned to **accept**(5) myself.

Hala : Me too. And I've noticed that people who have faced challenges in a **positive**(6) way have shown a lot of **strength**(7) !

Omar : Yes, and many students have been helped by teachers who support them. A lot of good changes have been made in our school.

Hala : I agree. I've also seen how important it is to act with **honesty**(8) . When someone has stayed true to who they are, people respect them.

Omar : That's true. Respecting personal identity means understanding that we all have different experiences(9)!

Hala : Exactly! When people feel accepted, their **confidence**(10) grows. That's why it's important to always be kind and **supportive**(11).

(1) الهوية الشخصية	(2) اكتشاف الذات	(3) واثق من نفسه	(4) تقدير الذات	(5) يقبل / (6) إيجابي
(7) قوة	(8) امانة / نزاهة	(9) خبرات	(10) ثقة	(11) مؤيد / مساند

on Lesson 5 SB page 23

Student A : Hi! You look happy today.
Student B : Yes! I've learned something new about myself.
Student A : That's cool! What did you learn ?
Student B : I've learned that I know how to be different and strong.
Student A : That's great. You've shown a lot of strength.
Student B : Thank you! I feel more confident now.
Student A : I can see that. You always have good self-respect.
Student B : And I always try to act with honesty.
Student A : That's really important. I'm super happy for you!

on Lesson 6 SB page 24

What I Stand for

Topic Sentence

I stand for kindness, honesty, and **responsibility**[(1)], and these values have shaped my personal identity.

Explanation

I believe that showing respect and being caring have helped me build **trust**[(2)] with others. These actions have also shown that I value **fairness**[(3)] in my daily choices.

Evidence / Example

For example, I have helped my classmates with their work, and I have shared my notes with friends who have been **absent**[(4)]. I have been trusted by my teachers because I have always completed my tasks **honestly**[(5)].
Many experiences have taught me that being brave and kind can make a difference in people's lives.

Ending Sentence

These actions and choices have been important in my life, and they have shown that kindness and **honesty**[(6)] are strong parts of my identity.

(1) مسئولية	(2) ثقة	(3) العدل / المساواة	(4) غائب	(5) بأمانة	(6) الأمانة / الصدق

2. Skills

المهارات اللغوية

تنويه : لمزيد من المهارات (ملحق المعاصر للمهارات اللغوية)

Conversation Tip :

- Use positive body language - like eye contact and nodding - to show respect and interest when someone is sharing something personal. This helps the other person feel heard, seen and valued.

- استخدام لغة الجسد ايجابية مثل التواصل البصرى والإيماء بالرأس لاظهار الاحترام والاهتمام عندما يشاركك شخص شئ شخصيًا هذا يساعد الشخص الآخر فى الشعور بأن مسموع ومفهوم و مقدر مايقوله عنه

Real Talk-Tip :

- Using Conversational Language when you're talking with friends, use friendly phrases like: "That's cool!" "I can see that." "I'm super happy for you!"

- استخدام اللغة التفاعلية عندما تتحدث مع اصدقائك استخدم عبارات ودية غير رسمية مثل هذا رائع افهم ذلك انا سعيد جدًا من أجلك

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

Key vocabulary

1. What is your favorite .... website to get information ?
   a. challenged b. trusted c. absent d. attendant
2. It's your parents' .... to provide food and a place to their children to live in.
   a. courage b. responsibility c. notice d. choice
3. You must attend your exam tomorrow. You have no other ....
   a. trust b. tasks c. choices d. actions
4. He .... my invitation and promised to attend my party.
   a. rejected b. refused c. accepted d. disagreed

SB Exercises

5. SB People who have faced .... in a positive way have shown a lot of strength.
   a. confidence b. challenges c. games d. differences

6. SB .... personal identity means understanding that we all have different experiences.
   a. Damaging b. Polluting c. Respecting d. Hurting

7. SB I should .... on my strengths and accept my weaknesses.
   a. try b. focus c. hold d. run

8. SB Showing respect and being caring have helped me build .... with others.
   a. dishonesty b. shyness c. trust d. happiness

El-Moasser Exercises

9. I joined an English summer course to .... my skills in English.
   a. damage b. prove c. improve d. reduce

10. I have been trusted by my teachers because I complete my tasks ....
   a. slowly b. honestly c. lazily d. carelessly

11. Achieving .... between men and women is very important at work nowadays.
   a. disproof b. shyness c. fairness d. illness

12. A .... needs to be curious to look for the recent news .
   a. dentist b. journalist c. doctor d. farmer

▸ **Language Notes, Expressions & Prepositions**

13. It is great that you feel .... among your classmates.
   a. accepted b. refused c. rejected d. disappointed

14. This drawing of the lion stands .... power and courage.
   a. in b. at c. on d. for

15. You should believe .... your abilities to achieve success.
   a. at b. on c. in d. of

16. .... teachers play a great role in shaping the future of their students.
   a. Respect b. Respected c. To respect d. Respects

للمزيد من إتقان المهارات اللغوية
كراسة المعاصر للمهارات اللغوية

3. Writing

مهارة الكتابة

Descriptive Paragraph :

فقرة إنشائية وصفية :

Topic Sentence : الجملة الافتتاحية

- Write a clear sentence about what you are describing.
- اكتب جملة واضحة عن الموضوع الذي تصفه

Explanation : الشرح

- Give more details about the topic to help the reader understand.
- اضف المزيد من التفاصيل عن الموضوع لتساعد القارئ على الفهم

Evidence/Example : دليل/ مثال

- Use adjectives and the senses to describe and give examples.
- استخدم صفات الحواس لتصف وتعطى أمثلة.

Ending Sentence : الجملة الختامية

- Finish with a sentence that refers back to your topic or shows your feelings.
- اختم الفقرة الانشائية بجملة تشير إلى الموضوع الذي تناقشه او تعبر عن مشاعرك

* How to write a paragraph :

كيفية كتابة الفقرة الإنشائية :

١. اترك مسافة تعادل خمسة أحرف تقريبا اسم فى السطر الأول فقط من الموضوع.
٢. أن تبدأ كل جملة بحرف Capital.
٣. أن تضع [.] واضحة في نهاية كل جملة.
٤. اتبع كل علامات الترقيم.
٥. ابدأ جملتك بالفاعل ثم الفعل ونوع بدايات الجمل.
٦. استخدم الزمن الصحيح والمناسب للموضوع الذي تكتبه.
٧. اجتهد في تحسين خطك وذلك بترك مسافة بين كل كلمة وأخرى.
٨. استخدم القواعد بالشكل الصحيح.

General Exercises On Lessons 5 & 6

التقييمات اليومية والأسبوعية والشهرية فى نهاية الكتاب

1 Finish the following dialog :

Two students are role-playing a conversation about personal identity.

Student A : Hi! You look happy today.

Student B : Yes! I've learned something new about myself.

Student A : That's cool ! (1) .... ?

Student B : I've learned that I am unique and strong. It has helped me feel more confident.

Student A : That's great. It's also important to act honestly.

Student B : (2) .... ?

Student A : It means being honest and having strong values.

Student B : I see. It's important to be true to yourself.

Student A : Is it important that you feel accepted ?

Student B : (3) ....

Student A : (4) .... ?

Student B : When people feel accepted, their confidence grows.

Student A : (5) ....

2 Read and complete the text with the words in the box :

fair - values - have - honest - unique - background

To be a good person, you must act with honesty. This means being (1) .... and (2) .... Your (3) ...., which comes from your family, guides your actions. People who do this (4) .... shown that they are trustworthy and kind.

3 Read the following text, then answer the questions :

Fares was walking home from school when he saw a wallet on the ground. He picked it up and opened <u>it</u>. Inside, there was a lot of money and an ID card with an address. For a moment, Fares felt a conflict inside him. He thought about all the things he could buy with the money. But then he remembered the values his family had taught him. They always said that being honest was the most important thing.

Fares knew what he had to do. He looked at the address on the ID card and walked for fifteen minutes to find the house. An elderly man answered the door. He was very worried and was so happy to see his wallet. The man thanked Fares and told him, "You are a very honest young man. Your family must be proud." Fares didn't take any reward. Walking home, he felt happier than if he had kept the money. He realized that his self-respect didn't come from having things, but from being a person of integrity.

a. Choose the correct answer from a, b, c or d :

1. The main idea of the passage is about "............".
   a. How to find a lost wallet b. Acting honestly
   c. Walking home d. The importance of money
2. Fares find .... inside the wallet.
   a. a photo b. a mobile phone
   c. money and an ID card d. a shopping list

b. Answer the following questions.

3. What value helped Fares make the right decision ?
   ....
4. Why do you think Fares felt happier after returning the wallet ?
   ....
5. What does the underlined pronoun "it" refer to ?
   ....
6. Do you think Fares is right to give the wallet back ? Why?
   ....

4 Choose the correct answer from a , b , c or d :

1. To act "honestly" means to be ....
   a. popular and funny b. honest and fair
   c. shy and quiet d. unique and creative
2. To turn the verb "read" into a noun, we add the suffix "............".
   a. -er b. -ed c. -able d. -ity
3. "Improve" and "............" have the same meaning.
   a. damage b. reduce c. develop d. harm
4. To .... someone means you believe them and can depend on them.
   a. help b. trust c. discover d. accept

5. SB Sama's .... helps her overcome different situations.
   a. weakness   b. curiosity   c. strength   d. popularity

6. The writer's actions have shown that they .... fairness.
   a. value   b. discover   c. accept   d. grow

5 Complete the sentences with the correct form of the word(s) in brackets :

1. I haven't visited Alex .... **(for)** I was 10 .
2. He .... **(not finish)** his homework yet.
3. Hassan and Ghada .... **(already has)** written their lessons.
4. Salma has .... **(been)** to Alexandria. She is still there.
5. The car has .... **(repaired)**.

6 Write a descriptive paragraph of One Hundred and Ten (110) words on :

مجاب عنه فى نهاية الكتاب

"Good qualities of a person"

....

....

....

....

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Review on unit 1

Vocabulary

Lessons 1 & 2

identity	هوية
background	خلفية إجتماعية
self-discovery	اكتشاف الذات
self-respect	تقدير الذات
strength	القوة - القدرة على التحمل
value	يقدر - يقيم
unique	فريد - مميز
belief	معتقد
confidence	ثقة بالنفس

Lesson 3

creative	مبدع - مبتكر
adjust	يعدل - يضبط
confident	واثق من نفسه
curious	فضولى

Lessons 5 & 6

trust	يثق
notice	يلاحظ
honesty	الأمانة
challenge	تحدى
supportive	داعم - مساند

Language

The Present Perfect Tense
زمن المضارع التام

Active : صيغة المبنى للمعلوم :

Subject الفاعل + has/have + p.p. التصريف الثالث

- I have done the school project.
- He has visited the museum.

Passive : صيغة المبنى للمجهول :

Object المفعول + have/has + been + p.p التصريف الثالث

- The school project has been done (by me).
- The pyramids have been visited (by him).

since + point of time

معناها «منذ» يأتى بعدها بداية حدوث الفعل

- We haven't called uncle Sami since May.

for + period of time

معناها «لمدة» ويأتى بعدها مدة وقوع الحدث

- She has lived in Aswan for twelve years.

Speaking

Asking and answering questions about the identity.

توجيه أسئلة والإجابة عليها عن الهوية.

A: What is identity ?

B: It's your personality, values and dreams.

A: How does people's opinion affect you ?

B: They sometimes help me discover new things about myself.

A: How do you feel when you hear negative opinions ?

B: I feel upset, but it doesn't stop me.

Skills

1 Reading Comprehension

Making Inference

تختبر أسئلة قطعة الفهم مهارة الاستنتاج من النص.

اقرأ وقم بالإجابة.

Read the following text, then answer the questions :

I'm Ahmed, 15 years old, and I live in Giza. My background is simple: I come from a family that values hard work and kindness. These beliefs shape my character and help me know what's right. I may not be the loudest person in class, but I believe listening is one of my strengths.

Sometimes, I feel pressure from social media to change how I act or dress. But I remind myself that being real is more important than being popular.

• How does Ahmed's family affect on his identity ?

....

التحدى لا يمكننى الإجابة عن سؤال استنتاج لمعلومات لهم تذكر فى النص

مفتاح الحل إجابة سؤال الاستنتاج تعتمد على المعلومات التى تم ذكرها فى النص

2 Speaking

Personal identity

يختبر سؤال المحادثة [dialog] قدراتك للتعبير عن مواقف معينة.

اقرأ وقم بالإجابة.

Finish the following dialog :

Yousef and Sami are talking about who we really are.

Yousef : I think some people look differently than they really are.

Sami : (1) .... ?

Yousef : I mean our actions and values matter more than looks.

Sami : (2) .... Treating shows the real person.

Yousef : That's true. (3) .... ?

Sami : I treat people kindly and respectfully. What about you ?

Yousef : I respect others even if (4) ....

Sami : Yes, sometimes they are noisy .

التحدى تريد السؤال عن [الهوية] وتجد صعوبة فى تكوين أسئلة والرد عليها.

مفتاح الحل يجب عليك معرفة قدر كاف من الأسئلة والردود عن الموضوع.

General Exercises on unit 1

التقييمات اليومية
والأسبوعية والشهرية
فى نهاية الكتاب

1 Finish the following dialog :

Two friends Rady and Ayman are talking about Ayman's business.

Rady : Hello Ayman. I haven't seen you for a long time. Where have you been ?

Ayman: I've just come back from Sinia.

Rady : Great! (1) .... ?

Ayman: I've been there on business.

Rady : (2) .... ?

Ayman: Planning a new tourist village.

Rady : I'm sure it isn't easy to do so.

Ayman: (3) .... But it was really interesting.

Rady : What was the weather like there ?

Ayman: (4) ....

Rady : So you enjoyed your stay there ?

Ayman: (5) ....

2 Read and complete the text with the words in the box :

confidence - have - values - support - has

Everyone has different qualities and skills. My family's (1) .... has always helped me to believe in myself. My positive (2) .... , like being a good listener, are my real strengths. Because of their encouragement, I (3) .... learned to accept myself. My (4) .... has grown a lot this year.

3 Read the following text, then answer the questions :

For a school project, four students – Hoda, Karim, Sara, and Adel– had to work together. The problem was that they were all very different. Hoda was very creative and had lots of ideas. Karim was very organized and liked to make plans. Sara was quiet but a very good writer. Adel, however, was not confident and didn't share his idea.

At their first meeting, they had a small conflict. Hoda wanted to start drawing immediately, but Karim wanted to make a plan first. Sara didn't say anything. They realized they needed a better way to work, Karim suggested, "Let's respect everyone's qualities. First, we can plan. Then, we can be creative. "They agreed.

They asked Adel for his opinion, and he shyly suggested a very clever idea that nobody had thought of. His confidence grew when he saw his idea was valued. They combined all their strengths and created an amazing project.

They learned that respecting each other's unique identity was the secret to great teamwork.

a. Choose the correct answer from a , b , c or d :

1. the problem of the four students was that they were all ....

   a. the same b. different
   c. sick d. busy

2. Sara's main strength is being ....

   a. organized b. creative
   c. a good writer d. confident

b. Answer the following questions :

3. What was the conflict between Hoda and Karim at the first meeting ?

   ....

4. In your opinion, why did Adel's confidence grow ?

   ....

5. Summarize the main lesson the group learned in one sentences.

   ....

6. Give a suitable title for the passage.

   ....

4 Choose the correct answer from a , b , c or d :

1. Someone who is .... is interested in discovering new things.

   a. confident b. curious c. supportive d. unique

2. The opposite of "unique" is ....

   a. special b. common c. different d. shy

3. .... means the beliefs and principles that guide how we live.

   a. Differences b. Values c. Portraits d. Mirrors

4. It's not good to feel stressed; you should try to be more ....

   a. panicked b. confused c. relaxed d. weak

5. Good friends should be .... and help each other in difficult times.

   a. supportive b. stressful c. mean d. weak

6. The journey of self- .... helps you understand who you really are.

   a. service b. discovery c. defence d. portrait

5 Complete the sentences with the correct form of the word(s) in brackets :

1. She .... (**not decide**) on a topic for her project yet.
2. All the tasks for the project .... (**have finish**) by the team.

6 Rewrite the following sentences using the words in brackets :

1. Salma went to Luxor and came back. **(been to)**

....

2. She has done her homework. **(Homework)**

....

3. Basant studied English for 10 years. **(since)**

....

7 The story

a. Choose the correct answer from a , b , c or d :

1. Zeina was always a .... student at a preparatory school.
   a. curios b. lazy c. nervous d. worried
2. Zeina suggested that she and Nancy could .... planting together.
   a. learn b. leave c. complain d. play

b. Answer the following questions :

1. What did Nancy think of the garden idea ?

....

2. How did Zeina show honesty ?

....

8 Write a paragraph of about One Hundred and Ten (110) words on :

مجاب عنه في نهاية الكتاب

"An important lesson you learned about personal identity"

....
....
....
....
....
....
....

Unit **TWO**

Communication with Family and Friends



SB pages 27 : 40

Learning Outcomes :

- **Reading :**
  - Identify main ideas and specific details in texts about communication
  - Recognize meanings of new words related to communication from the context.
- **Listening :**
  - Recognize key ideas about communication in dialogs
  - Identify examples of respectful communication in conversations
- **Speaking :**
  - Express opinions about communication with family and friends
  - Discuss ways to solve problems using communication
- **Writing :**
  - Write an opinion paragraph about a communication experience
  - Use target vocabulary in writing about communication
- **Language :**
  - Identify and form third conditional sentences



SB pages 28 : 31

Lessons **1 & 2**

- Stay connected
- Communication, Challenges and Solutions

I Vocabulary

Key Vocabulary

communication (n)	تواصل	sibling (n)	شقيق - شقيقة [أخ أو أخت]
connection (n)	اتصال / تواصل	respectful (adj)	مُحترِم للآخرين
relationship (n)	علاقة / ارتباط / صلة	conflict (n)	صراع / نزاع
misunderstand (v)	يسيء فهم	supportive (adj)	مساند / داعم
misunderstanding (n)	سوء فهم / خلاف	resolve (d) (v)	يحل
bond (n)	صلة / علاقة / رابطة	texting (n)	المراسلة / إرسال الرسائل
calm (adj)	هادئ	face-to-face	مباشر / وجهًا لوجه

Pop Quiz تدريب تلقائى يهدف لإتقان المفردات اللغوية

- **Complete the following sentences using the words in the box :**

calm – resolve – siblings – communication – misunderstand – texting

1. Social media has improved .... between different people.
2. They will feel upset if they .... my idea.
3. Honesty helps .... many of the problems we face.
4. I have three .... : one brother and two sisters.
5. Keep .... when you have a problem and ask for help.

Lesson 1 ▶ SB pages 28 & 29

text message	رسالة نصية	conversation (n)	محادثة
care (d) (v)	يهتم / يرعى	social media	وسائل التواصل الاجتماعى
upset (adj)	منزعج / حزين	distance (n)	بعد / مسافة
discussion (n)	مناقشة	strengthen (ed) (v)	يقوى / يدعم
thoughtful (adj)	مراع شعور الآخرين	caring (adj)	مهتم
cause (d) (v)	يسبب	supported (adj)	مؤيد / معزز

avoid (ed) (v)	يتجنب	ignore (d) (v)	يتجاهل
miscommunication (n)	سوء التواصل	issue (n)	موضوع / قضية
facial expressions	تعبيرات الوجه	group project	مشروع جماعي
body language	لغة الجسد	meaningful (adj)	مفهوم / ذو معنى

Lesson 2 ▶ SB pages 30 & 31

serious (adj)	جاد / خطير	ride (n)	جولة / قيادة
loudly (adv)	بصوت مرتفع	solution (n)	حل

Conjugation of Irregular Verbs
تصريف الأفعال غير المنتظمة

Present المضارع		Past الماضي	P.P. التصريف الثالث
misunderstand	يسئ الفهم	misunderstood	misunderstood
forgive	يسامح / يغفر	forgave	forgiven
forget	ينسى	forgot	forgotten
speak	يتحدث	spoke	spoken
lead	يؤدى	led	led
bring	يُحضر	brought	brought

Study these definitions
ادرس هذه التعريفات

misunderstanding	failure to understand correctly	سوء فهم
bond	a strong connection between people	رابطة / صلة
respectful	showing care and regard for others	محترم
supportive	giving help or encouragement	داعم / مساند
communicate	to share thoughts, feelings, or ideas	يتواصل
resolve	to find a solution to a problem or conflict	يحل

Collocations
متلازمات لفظية

make time	يخصص وقت	have a conversation	يجرى محادثة
get worse	يتدهور / يسوء	make misunderstanding	يسبب سوء فهم

Vocabulary Study

Synonyms and Antonyms مترادفات ومتضادات

Word الكلمة		Synonym المرادف	Antonym /Opposite المضاد	
care	يهتم	concern / regard	ignore	يتجاهل
stay in touch	يظل على اتصال	keep in touch	lose touch with	يفقد التواصل
conflict	خلاف / صراع	disagreement / argument	agreement / harmony	توافق / انسجام
respectful	مُحترم للآخرين	polite	disrespectful	غير محترم
upset	قلق / منزعج	worried / disturbed	relaxed / happy	مسترخى / سعيد
thoughtful	مراع لشعور الآخرين / عقلانى	helpful / friendly / wise	unkind / thoughtless	غير مراعى للآخرين
failure	فشل	defeat / decline	success	نجاح
encouragement	تشجيع	support / inspiration	discouragement	إحباط
imaginary	خيالى / تصورى	ideal	real / ordinary	واقعى / عادى
serious	جاد / خطير	dangerous / important	unimportant	غير هام
bond	رابطة / قيد	connection / relation	disconnection	انفصال
honest	أمين	trusted / sincere	liar / deceitful	كاذب / مخادع
strengthen	يعزز / يقوى	support / promote	weaken	يضعف

Prefixes & Suffixes مقاطع بادئة وناهية

Prefix / Suffix	Function الوظيفة	Examples أمثلة	
–ion	تكون الاسم من الفعل	communication	تواصل
		connection	ارتباط / إتصال
mis–	تعطى عكس الفعل / الاسم	misunderstand	يسئ الفهم
		miscommunication	سوء التواصل
–ful	تكون الصفه من الفعل / الاسم	respectful	مُحترم للآخرين
		meaningful	ذات معنى
–en	يكون الفعل من الاسم	strengthen	يقوى / يعزز

Exercise on Vocabulary Study

Choose the correct answer from a, b, c or d :

1. "Dangerous" and "..........." have the same meaning.
   a. worried b. serious c. helpful d. relaxed

2. The prefix "mis-" in misunderstanding means "............".
a. again b. wrongly c. before d. with

3. The word "bond" is close in meaning to "............".
a. imaginary b. connection c. failure d. support

4. We can turn the verb "communicate" into a noun by adding the suffix "............".
a. -ment b. -ion c. -ness d. -er

5. The words "strengthen and weaken" are "............".
a. synonyms b. antonyms c. prefixes d. suffixes

General Notes on Reading & Listening

1 strong – strength – strengthen

* strong (adj) — قوى [تصف الأشخاص، الحيوانات والأشياء]
  - **Strong** communication creates stronger relationships.
* strength (n) — قوة
  - Experiences support you with the **strength** of knowledge.
* strengthen (v) — يقوى
  - Being honest and supportive helps to **strengthen** the bonds among people.

SB page 28

2 through

- They walked **through** the park. — [عبر - خلال] المكان
- He read stories **through** the night. — [طوال] الزمان
- The best way to resolve conflicts is **through** calm and honest discussion. — [من خلال] عملية / موقف

SB page 28

3 bond - pond

* bond (n) = connection — صلة - علاقة - رابطة
  - The **bond** between families in villages is strong.
* pond (n) — بركة مياه [طبيعية - صناعية]
  - I like feeding the ducks in the **pond**.

SB page 28

4 communication - communications

* communication — التواصل [تبادل المعلومات - الحديث]
  - Good **communication** leads to stronger relationships.
* communications — وسائل الاتصالات [اسم جمع]
  - Modern **communications** made it easy to talk to people around the world.

SB page 30

Important Expressions & Prepositions تعبيرات وحروف جر هامة

Expressions التعبيرات			
find it hard	يجدها صعبة	more likely to	المحتمل أن / المرجح أن
stay in touch = stay connected	يبقى على اتصال	move forward	يتقدم / يمضى قدما
in person	وجها لوجه / بصورة شخصية	active listening	استماع فعال / انصات تام
close relationship	علاقة قوية	feel closer	يشعر بالقرب والمودة
feel heard	يشعر بالاهتمام	open conversation	حوار مفتوح
feel respected	يشعر بالاحترام	express regret	يعبر عن الندم
Prepositions حروف الجر			
tone of voice	نبرة الصوت	the best way to...	أفضل طريقة لـ...
lead to	يؤدى إلى	to sum up	تلخيصا / باختصار
connect with	يتواصل مع	take time to	يستغرق وقت لكى
wake up	يستيقظ	good at	جيد فى
try to	يحاول أن	key to	مفتاح لـ ...
according to	وفقًا لـ / طبقًا لـ	point of view	وجهة نظر
in close relationships	فى علاقة وثيقة	solution to	حل لـ ...



Main points on Reading & Listening Texts

on Lesson 1 SB page 28

1. Good **communication**[1] is the key to strong **relationships**[2].
2. The way you talk and listen **affects**[3] your connection with others.
3. Communication is not only about words, it also includes your **facial expressions**[4] and body language.
4. Social media and texting make it easy to stay in touch, but sometimes messages are **misunderstood**[5].
5. Miscommunication can lead to **conflict**[6] or distance between people.
6. Open and respectful conversations help solve problems and build trust.
7. Being honest and supportive **strengthen**[7] the bond between people.
8. The best way to resolve conflicts is through calm, honest discussion.
9. Strong communication creates strong relationships with others.
10. Taking time to connect with others helps you feel more supported in your daily life.

(1) تواصل	(2) علاقات	(3) يؤثر	(4) تعبيرات الوجه
(5) مسىء فهمها	(6) صراع	(7) يقوى - يدعم	

on Lesson 2 SB page 30

1. Mariam is a 15-year-old student talking about **communication**[1] with family and friends.
2. She talks with her parents during dinner or in the car.
3. Being **honest**[2] with her parents helped them become closer.
4. Mariam has learned that listening is just as important as talking.
5. Mariam prefers face-to-face **conversations**[3] with friends when things are **serious**[4].
6. She had a **misunderstanding**[5] with a friend and it got worse through texting.
7. They solved the misunderstanding when they talked in person.
8. Mariam believes communication is about **respect**[6], honesty, and listening.

(1) تواصل	(2) امين - صادق	(3) محادثات
(4) جاد - خطير	(5) سوء تفاهم	(6) احترام

تنويه : الجمل السابقة تساعدك على التعامل أو كتابة فقرات إنشائية أخرى:

* Importance of communication among people

* Benefits of open respectful conversations among people

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II Skills

1. Reading and Listening

Pop Quiz
تدرب على ٩ من قطع الفهم ونصوص الاستماع

Reading

• on Lesson 1 SB page 28

Good communication is the key to strong relationships. Whether it's with your parents, **siblings**[1], or friends, the way you talk and listen affects your **connection**[2] with others. Communication isn't only about words - it includes your tone of voice, **facial expressions**[3], and **body language**[4]. Even a simple smile or a text message can show someone you care.



In today's fast world, many young people find it hard to make time for meaningful conversations. Social media and texting make it easy to stay in touch, but sometimes messages are **misunderstood**[5]. Miscommunication can lead to conflict or distance between people.

Having open and **respectful**[6] conversations helps to solve problems and build trust. If you're feeling stressed or upset, talking to a friend or a family member can help. It's important to listen carefully and try to understand the other person's point of view. Being honest and **supportive**[7] also helps to strengthen the **bond**[8] between people.

Sometimes, conflicts happen even in close relationships. The best way to **resolve**[9] them is through calm, honest discussion. When people feel heard and respected, they are more likely to forgive and move forward. Communication is not just about speaking - it's about listening and caring, too.

To sum up, strong communication creates stronger relationships. Taking time to connect with others through kind words, active listening, and **thoughtful**[10] messages helps you feel closer and more supported in your daily life.

(1) اشقاء
(2) اتصال
(3) تعبيرات الوجه
(4) لغة الجسد
(5) يساء فهمه
(6) محترم
(7) داعم - مساند
(8) رابط
(9) يحل
(10) مراعى شعور الآخرين

Answer the following questions.

- Make inference. عمل استنتاجات.

Learn 1. Why can texting cause problems in communication ?
- Because people sometimes misunderstand messages.

Practice 2. How does respect help us solve problems ?
....

Listening

• on Lesson 2 SB page 30

Host : Hi everyone! Today, we're joined by Mariam, a 15-year-old student who's here to talk about **communication**[1] with family and friends. Welcome, Mariam!

Mariam : Hi! Thanks for having me.

Host : So let's start with your family. How do you usually **communicate**[2] with your parents ?

Mariam : We mostly talk at dinner or in the car. I try to be **honest**[3] with them, even when it's hard. I think that helps us become closer. I've learned that listening is just as important as talking.

Host : Great point. And what about your friends ?

Mariam : We text a lot, but when something's **serious**[4], I always prefer to talk face-to-face. Last year, I had a **misunderstanding**[5] with a friend over a group project. We kept messaging, and it got worse. But when we finally talked in person, it was easier to understand each other and solve the problem.

Host : Sounds like you've learned some great lessons.

Mariam : Yeah, I think communication is really about respect, whether with family or friends. Listening, being honest, and staying calm really helps.

Host : Thank you, Mariam! That's great **advice**[6] for all of us.

(1) تواصل
(2) يتواصل
(3) أمين - صادق
(4) جاد - هام
(5) سوء تفاهم - خلاف
(6) نصيحة

Exercise on Vocabulary

◉ **Choose the correct answer from a, b, c or d :**

▶ **Key vocabulary**

1. To be .... to older people is a great quality especially among young people.
   a. respectful b. ignored c. regretful d. defeated

2. My father is the most important .... person to me in hard situations.
   a. supportive b. disconnected c. distant d. worried

3. I prefer to talk to my friends .... than online.

a. face-to-face b. late c. fast d. loudly

4. Keep .... to be able to solve this problem wisely.

a. fast b. calm c. worried d. stressed

SB Exercises

5. SB Social media and texting make it easy to stay in ....

a. calmness b. touch c. shyness d. place

6. SB Having open and respectful conversations helps to .... problems and build trust.

a. make b. cause c. solve d. waste

7. SB Taking time to connect with others through kind words helps you feel .... in your daily life.

a. neglected b. ignored c. supported d. misunderstood

8. SB I have three .... : two brothers and a sister.

a. cousins b. daughters c. siblings d. aunts

Definitions

9. The strong connection between people is called a ....

a. bond b. band c. bone d. beak

10. You should be .... by giving help and encouragement to others.

a. supportive b. careless c. worried d. depressed

11. I can .... any problem by finding a solution to it.

a. decide b. resolve c. repeat d. connect

El-Moasser Exercises

12. A relationship link between people is called ....

a. conversation b. connection c. encouragement d. solution

13. The .... between Cairo and Alexandria is 220 km.

a. distance b. connection c. speed d. power

Language Notes, Expressions & Prepositions

14. Ali expressed his .... when he sold his car at a low price.

a. regret b. joy c. pleasure d. adventure

15. You have to stay in .... with your family.

a. upset b. touch c. listening d. eating

16. To .... up, we need to finish all our revision before Sunday.

a. get b. sum c. climb d. blow

2. Speaking مهارة التحدث

Asking and answering about staying connected : السؤال والإجابة عن التواصل مع الآخرين :

Questions ?	Answers ✔
1. Why is it important to listen to others during a conversation ? - لماذا من المهم الإستماع للآخرين عند اجراء محادثة ؟	- To show respect and be able to understand each other. - لاظهار الاحترام والتمكن من فهمنا لبعض.
2. What can you do when you feel misunderstood ? - ماذا يمكنك أن تفعل عندما تشعر أن الآخرين أساءوا فهمك ؟	- I can explain my point of view again clearly. - يمكننى شرح وجهة نظرى مره اخرى بوضوح.
3. Why is good communication important in relationships ? - لماذا التواصل الجيد مهم فى العلاقات ؟	- Because it helps build trust, solve problems, and stay connected with others. - لأنه يساعد فى بناء الثقة ، وحل المشكلات ، والبقاء على اتصال مع الآخرين.
4. What can happen if messages are misunderstood ? - ماذا يمكن أن يحدث إذا تم فهم الرسائل بشكل خاطئ ؟	- It can lead to conflict or distance between people. - قد يودى ذلك إلى حدوث صراع أو ابتعاد الناس عن بعض.
5. How can we resolve conflicts in a respectful way ? - كيف يمكننا حل النزاعات بطريقة محترمة ؟	- By having calm, discussions and listening to others. - من خلال مناقشات هادئة والاستماع للآخرين.

▸ Asking and answering about solving problems : السؤال والإجابة عن حل المشكلات :

Questions ?	Answers ✓
1. Are you good at solving problems ? - هل انت شخص جيد فى حل المشكلات ؟	- Yes, I think so. - نعم اعتقد ذلك.
2. Can you tell me about a problem you faced last week ? - هل يمكنك أن تخبرنى عن مشكلة واجهتها الاسبوع الماضى ؟	- Sure. I had a misunderstanding with my friend over the group project. - بالتأكيد لقد واجهت سوء فهم مع صديقى عن المشروع الجماعى.
3. How did you solve it ? - كيف قمت بحل تلك المشكلة ؟	- We talked in person and found a solution. - تحدثنا بشكل شخصى وقمنا بايجاد حل.
4. What did you learn from that problem ? - ماذا تعلمت من هذه المشكلة ؟	- I learned that talking face-to-face makes solving problems easier. - تعلمت أن التحدث وجها لوجه بشكل مباشر يجعل حل المشكلات أسهل.

III Language in use

The Past Perfect Tense زمن الماضى التام

Formation التكوين

1 Affirmative Statements الجمل الخبرية المثبتة

Subject الفاعل + had ('d) + p.p. التصريف الثالث

ex. - He **had done** his homework before he watched TV.
- They had their lunch after they **had studied** English.

2 Negative Statements الجمل الخبرية المنفية

Subject الفاعل + hadn't + p.p. التصريف الثالث

ex. - I **hadn't watched** TV before I finished my homework.

Usage الاستخدام

* **We use the past perfect to talk about something that happened before another event in the past.**

نستخدم زمن الماضى التام للتحدث عن حدثين تم أحدهما قبل حدث آخر فى الماضى.

الحدث الأول (الأقدم) ماضى تام والحدث الثانى (الأحدث) ماضى بسيط.

ex. - I went to the cinema after I had completed my work.

الحدث الثانى : ماضى بسيط — الحدث الأول : ماضى التام

ويُستخدم معه بعض الروابط مثل:

(After «بعد» / As soon as «بمجرد أن» / Before «قبل» / By the time «من قبل» / till - until «حتى - لغاية»)

The Third Conditional الحالة الشرطية الثالثة

Formation التكوين

If + subj. + had / hadn't + past participle (p.p.) , subj. + would / could / wouldn't / couldn't + have + past participle (p.p.)

ex. - If I had studied harder, I would have passed the test.

- If they had slept early, they wouldn't have missed their flight.

OR - If they hadn't slept early, they would have missed their fight.

Usage الاستخدام

1 It shows an imaginary situation and a different result that could have happened - but didn't.

تستخدم لتوضح موقف تخيلى ونتيجة مختلفة كانت يمكن أن تحدث لكنها لم تحدث.

ex. - We would have bought a new house if we had moved to Canada.

هذا يعنى أننا لم نشترى المنزل لأننا لم ننتقل لكندا.

2 We use it to express regret, missed chances.

نستخدمها لتعبر عن الندم والفرص الضائعة.

ex. - If I hadn't been nervous, I would have got the job.

3 We use it to express excuses. نستخدمها لتقدم الأعذار.

ex. - If you had told me about the concert, I would have come.

Exercises on Language in use

1. Choose the correct answer from a, b, c or d :

SB Exercises

1. SB If he had driven carefully, he .... the accident.
   a. would avoid b. would have avoided c. had avoided d. will avoid
2. SB If we had gone to the museum, we .... the new exhibition.
   a. would see b. saw c. would have seen d. see
3. SB If she .... the instructions, she wouldn't have done it incorrectly.
   a. had read b. would have read c. reads d. read
4. SB If I had known you were coming, I .... a cake.
   a. would bake b. will bake c. would have baked d. baked
5. SB He wouldn't have been late if he .... earlier.
   a. left b. had left c. leaves d. has left
6. SB If she .... the map, she wouldn't have got lost.
   a. brings b. would bring c. had brought d. has brought
7. SB If they had talked face-to-face, they .... the problem easily.
   a. could resolve b. can resolve
   c. could have resolved d. will resolve

El-Moasser Exercises

8. If I had woken up earlier, I .... my breakfast.
   a. wouldn't miss b. wouldn't have missed
   c. didn't miss d. hadn't missed
9. If you had told me, I .... you.
   a. would help b. helped
   c. had helped d. would have helped
10. If the weather hadn't been nice, we .... to the beach.
    a. won't go b. didn't go
    c. wouldn't have gone d. don't go
11. What would have happened if she .... harder?
    a. trains b. had trained c. has trained d. trained
12. We .... argued at all if we had communicated better.
    a. wouldn't b. wouldn't have c. hadn't d. didn't

13. If my friend had apologized, I would .... forgiven her.

a. had　　b. have　　c. has　　d. have been

14. Would my parents have understood me better if I .... to them ?

a. talk　　b. have talked　　c. had talked　　d. talked

2. Complete the sentences with the correct form of the word(s) in brackets :

SB Exercises

1. SB If I .... **[have brought]** my umbrella, I wouldn't have got wet.
2. SB If Ahmed .... **[study]** more, he would have passed the exam.
3. SB If we had left earlier, we .... **[catch]** the bus.
4. SB If it had rained, we .... **[not]** have gone out.

El-Moasser Exercises

5. If I .... **[know]** your number, I would have called you.
6. She would have come to the party if she .... **[had]** time.
7. We .... **[not/get]** lost if we had used the map.
8. If he had listened to my advice, he .... **[not/make]** that mistake.
9. They would have won the match if they .... **[practice]** more.
10. If I .... **[know]** you were sick, I would have visited you.
11. She would not have been angry if you .... **[tell]** her the truth.
12. If he .... **[listen]** to me, he would have avoided that mistake.
13. They .... **[win]** if they had played as a team.

3. Read and correct the mistake in each sentence :

1. If I **have** studied hard, I'd have passed the exam. (........................)
2. If she had **leave** late, she would have caught the train. (........................)
3. If we had brought the map, we **won't** have got lost. (........................)

4. Rewrite the following sentences using the words in brackets :

1. They played well, so they won the match. **(If)**

....

2. She didn't arrive early, so she didn't catch the train. **(If)**

....

3. They got the first prize because they were clever. **(If)**

....

General Exercises On Lessons 1 & 2

التقييمات اليومية والأسبوعية والشهرية فى نهاية الكتاب

1 Finish the following dialogue :

Ayman is talking to Eyad about his new mobile.

Ayman : Hello, Eyad. I see you've bought a new mobile.

Eyad : Yes. (1) ....

Ayman : Yesterday! (2) .... ?

Eyad : Yes, it's smart. But I can't use it well.

Ayman : You're kidding! (3) .... ?

Eyad : I can't communicate with my friends.

Ayman : It's easy. Don't worry. (4) ....

Eyad : Thanks. You're always supportive.

Ayman : (5) ....

Eyad : You're right. Helping each other makes us improve.

2 Read and complete the text with words from the following list :

face - language - facial - social - connection - siblings

Good communication is the key to strong relationships. Whether it's with your parents, (1) .... , or friends, the way you talk and listen affects your, (2) .... with others. Communication isn't only about words. It includes your (3) .... expressions, and body (4) .... Even a simple smile or a text message can show someone you care.

3 Read the following text, then answer the questions :

Maha and her friend Sara had a misunderstanding. Sara had borrowed Maha's favorite book but forgot to bring it back on the day she promised. Maha was upset and sent Sara an angry text message. Sara replied, saying she was just busy. Their text conversation made them both feel more annoyed.

The next day at school, they did not talk to each other. It was a difficult and silent day. Later, Maha remembered her mother's advice: "Face-to-face conversations are the best way to resolve conflicts. "So, after school, Maha went to talk to Sara. Maha calmly explained that the book was a special gift. Sara apologized and explained that she had a very busy week so she forgot **it**. They both said sorry and promised to talk about problems in person next time. This simple, respectful conversation helped them fix their friendship.

a. Choose the correct answer from a, b, c or d :

1. Maha felt .... after reading Sara's text message.
   a. relaxed b. pleased c. excited d. annoyed

2. Sara forgot Maha's ………… .

a. birthday b. gift c. book d. dress

b. Answer the following questions.

3. Give a suitable title for the passage.

……………………………………………………………………………………………

4. In your opinion, why did the text messages make the problem worse?

……………………………………………………………………………………………

5. What does the underlined pronoun "<u>it</u>" refer to?

……………………………………………………………………………………………

6. How did respectful conversation help them solve the problem?

……………………………………………………………………………………………

4 Choose the correct answer from a, b, c or d :

1. To "resolve" a problem means to ………… it.
   a. create b. find a solution to
   c. ignore d. misunderstand
2. Your "siblings" are your ………… .
   a. grandparents b. parents
   c. teachers and friends d. brothers and sisters
3. The word "misunderstood" has a prefix "mis-" which means ………… .
   a. again b. correctly c. badly d. before
4. A strong "bond" between people is a strong ………… .
   a. argument b. connection c. discussion d. message
5. If you are ………… , you give help and encouragement to others.
   a. respectful b. distant c. supportive d. misunderstood
6. The opposite of "connection" is ………… .
   a. discussion b. bond c. relationship d. disconnection

5 Complete the sentences with the correct form of the word(s) in brackets :

1. If I ………… **(study)** harder, I would have passed the exam.
2. If she had left earlier, she ………… **(not/miss)** the bus.
3. We would have helped you if you ………… **(tell)** us you were in trouble.
4. What would Salma have ………… **(do)** if she had arrived early?
5. He would have answered the phone if he ………… **(hear)** it ring.

6 Write a paragraph of about One Hundred and Ten (110) words on :

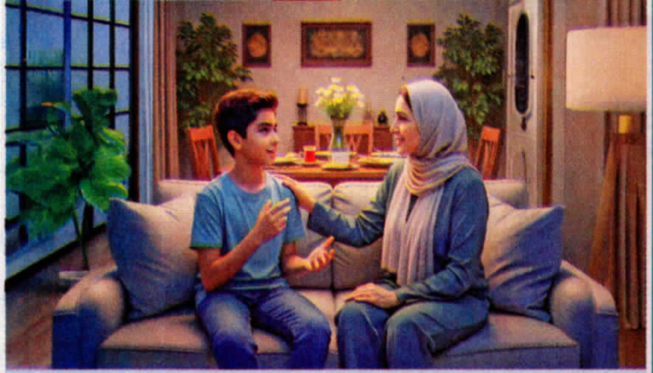
مجاب عنه في نهاية الكتاب

"The best ways to have good communication with family and friends"

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………



SB pages 32 & 33

Lesson **3** ▸ The Silent Dinner

⚠ تنويه : الدرس الرابع القصة المقررة فى نهاية الكتاب

I Vocabulary

Key Vocabulary

silence (n)	صمت	distraction (n)	تشتيت - تشويش
awkward (adj)	غير مريح - غريب	frustrated (adj)	محبط - منزعج
reconnect (ed)(v)	يعيد التواصل	meaningful (adj)	معبر - ذو مغزى
due to	بسبب	gesture (n)	إشارة - إيماءة

Pop Quiz تدريب تلقائى يهدف لإتقان المفردات اللغوية

• **Complete the following sentences using the words in the box :**

silence - meaningful - gestures - distractions - awkward

1. Try to turn off your phone to avoid ....
2. She made a kind .... by helping the elderly man.
3. When they travel, their house becomes full of ....
4. Volunteering has a .... purpose to achieve.

Lesson 3 ▸ SB pages 32 & 33

fork (n)	شوكة	argument (n)	جدال
stress (n)	ضغط - توتر	disappear (ed) (v)	يختفى
stranger (n)	شخص غريب	distant (adj)	بعيد
softly (adv)	بهدوء - بلطف	nod (ded) (v)	يومئ برأسه للموافقة
speech (n)	حديث - حوار	act (n)	عمل - فعل
laughter (n)	ضحك	lately (adv)	مؤخرًا
disagreement (n)	نزاع - خلاف	discipline (n)	انضباط - نظام
traditions (n)	عادات	distracted (adj)	مشتت - مشوش
meeting (n)	اجتماع	physically (adj)	بدنى

Conjugation of Irregular Verbs
تصريف الأفعال غير المنتظمة

Present المضارع		Past الماضي	P.P. التصريف الثالث
sit	يجلس	sat	sat
break	يكسر - يوقف	broke	broken
put	يضع	put	put
become	يصبح	became	become

Study these definitions
ادرس هذه التعريفات

gesture	a movement or action that shows emotion	إشارة - إيماءة
frustrated	feeling annoyed or upset	محبط - منزعج
meaningful	having a purpose or deep importance	معبر - ذو مغزى
silence	the absence of sound	الصمت
reconnect	to build a relationship again after distance	يعيد الاتصال
distraction	something that stops you paying attention	تشتت

Collocations
متلازمات لفظية

break	silence	يكسر حاجز الصمت	**spend**	money	ينفق مال
nod	head	يهز رأسه (بالموافقة)	**show**	emotion	يُظهر العاطفة

Vocabulary Study

▸ Synonyms and Antonyms
مترادفات ومتضادات

Word الكلمة		Synonym المرادف	Antonym المضاد	
silence	صمت/سكوت	peace / quietness	noise	ضوضاء - إزعاج
strange	غريب	unusual / weird	usual / common	عادي / شائع
awkward	مربك - غير ملائم	difficult / uncomfortable	pleasant / comfortable	مريح
frustrated	محبط	disappointed	satisfied / delighted	قانع - راضي
distraction	تشتت - عدم انتباه	disorder / confusion	concentration / focus	تركيز
meaningful	ذو معنى	useful / significant	meaningless / insignificant	بلا معنى
discipline	انضباط	control / rule	chaos	فوضى
embarrassing	محرج	uncomfortable	comfortable	مريح

▸ Prefixes & Suffixes مقاطع بادئة وناهية

Prefix / Suffix	Function الوظيفة	Examples أمثلة
re–	(again) تعطى معنى [مرة أخرى]	reconnect يعيد اتصال
–ly	تكون الظرف من الصفة	softly نعومة
		simply ببساطة
		physically جسدياً
–ance	تكون الاسم من الصفة	importance أهمية

Exercise on Vocabulary Study

⊙ Choose the correct answer from a , b , c or d :

1. The suffix "–ance" turns the adjective "important" into a/an ....
   a. noun b. adjective c. adverb d. verb
2. The word "silence" is the antonym of "............".
   a. peace b. calm c. noisy d. quiet
3. I think the text is not meaningful. It's ....
   a. easy b. pleasant c. meaningless d. significant
4. The synonym of "awkward" is ....
   a. satisfied b. uncomfortable c. easy d. comfortable
5. When I lost touch with my friends, I .... with them again.
   a. reconnected b. delivered c. expected d. leave
6. There are a lot of .... in the room. I need to focus on my task.
   a. disagreement b. spaces c. distractions d. pleasure

General Notes on Reading & Listening

1 used to + inf. تستخدم تلك الصيغة للتعبير عن عادات فى الماضى لم تعد موجودة الآن

- Omar and his parents **used to** laugh together at dinner.
- I miss how we **used to** talk.

SB page 32

2 laugh - laughter

* laugh (v)

- They **laughed** at his funny jokes. يضحك
- Don't **laugh** at anyone, and be kind to others. يسخر

* laughter (n) الضحك

Their dinner slowly became filled with **laughter** again.

SB page 32

3 due to - because

* **due to** = because of + (noun) / (v + ing) بسبب (يتبعها اسم) أو (v + ing)

▸ **Due to** the heavy rain, they cancelled the match.

* because = as = since لأن (يتبعهم جملة كاملة)

▸ **Because** it rained heavily, they cancelled the match.

SB page 32

Important Expressions & Prepositions تعبيرات وحروف جر هامة

Expressions التعبيرات			
seem frustrated	يبدو محبط	act of communication	خطوة للتواصل
feel awkward	يشعر أنه غريب	pay attention	ينتبه
too busy to talk	مشغول لدرجة لا يستطيع التحدث	feel like	يشعر كما لو
build a relationship	يبنى علاقة	try something different	يجرب شيئًا مختلف
Prepositions حروف الجر			
across from	أمام - مقابل / على الجانب الآخر من	start of	بداية لـ
filled with laughter	ملئ بالضحك	speak up	يرفع صوته / يتحدث بصوت عالى
put down	ينزل - يخفض	kind of	نوع من
instead of	بدلًا من	argument over	جدال حول
move to	ينتقل إلى	push the food around	يدفع الطعام / يُقلب الطعام

Main points on Reading & Listening Texts

on Lesson 3 SB page 32

1. Omar was quiet at dinner and didn't talk to his parents.
2. There was **silence**(1), which made everything feel **awkward**(2).
3. Omar and his family used to talk and laugh, but now the communication has **disappeared**(3).
4. School **stress**(4) and phone **distractions**(5) caused problems in communication, so everyone seemed **frustrated**(6).
5. Omar missed how they used to talk and decided to speak up.
6. His parents were surprised but agreed with him.
7. They all realized they were too busy or tired to talk.
8. A small, honest conversation helped them **reconnect**(7).
9. They started talking again and dinner slowly became filled with **laughter**(8).

(1) الصمت	(2) غريب - مُحرج	(3) اختفى	(4) ضغط - توتر
(5) مشتتات	(6) محبط	(7) يعيد التواصل	(8) الضحك

تنويه : الجمل السابقة تساعدك على التعامل أو كتابة فقرات إنشائية أخرى:

* Reconnect relationships
* Communication between family members

Pop Quiz
تدرب على ٩ من قطع الفهم ونصوص الاستماع

II Skills

Reading and Listening

on Lesson 3 SB page 32

Omar sat at the dinner table, pushing his food around with a fork. His parents were sitting across from him, quietly eating. The room was filled with silence-that strange, heavy kind of **silence**(1) that made everything feel **awkward**(2). It wasn't always like this. A year ago, Omar and his parents used to laugh together at dinner. But lately, things had changed. **Due to**(3) school stress, phone **distractions**(4), and **arguments**(5) over small things, communication had almost disappeared. Everyone seemed **frustrated**(6), but no one said why. That night, Omar decided to try something different. Instead of eating quietly, he spoke.

"I miss how we used to talk," he said, looking at his plate. "I feel like we've all been **strangers**(7) lately."

His words surprised his parents. His mother put down her fork. "You're right," she said softly. "We all have been too busy or tired to talk."

His father **nodded**(8) his head. "Let's fix that."



It wasn't a long conversation, no big **speeches**(9), just a few honest words and a meaningful **gesture**(10). At that moment, the silence broke. It was the start of something better.

That small act of communication helped them **reconnect**(11) -not through shouting or long messages, but by simply choosing to speak and listen. And from that night on, their dinners slowly became filled with **laughter**(12) again.

Answer the following questions.

- Extracting information. استخراج المعلومات.

Learn 1. Why do you think Omar's relationship with his parents will change?

- Because they will have speeches and communicate better.

Practice 2. How will Omar feel at the next family dinner?

....

(1) الصمت	(2) غير مريح	(3) بسبب	(4) مشتتات	(5) جدال	(6) محبط
(7) غرباء	(8) يهز راسه للتعبير عن الموافقة	(9) حوار	(10) إشارة معبرة	(11) يعيد التواصل	(12) ضحك

Exercise on Vocabulary

Choose the correct answer from a , b , c or d :

Key vocabulary

1. The room was filled with .... ; no one was talking.
   a. noise b. laughter c. silence d. conversations
2. It was an .... situation because nobody knew what to say.
   a. easy b. awkward c. interesting d. exciting
3. Hassan felt .... because his friends didn't invite him to the party.
   a. frustrated b. happy c. calm d. relaxed
4. The teacher's smile was a / an .... of encouragement.
   a. distraction b. gesture c. speech d. argument

SB Exercises

5. SB Omar's family dinners used to be filled with .... They laughed together.
   a. arguments b. silence c. laughter d. stress
6. SB Communication in Omar's family had almost disappeared due to school stress and phone ....
   a. silence b. subjects c. distractions d. gestures
7. SB The story teaches us that a small act of .... can help people reconnect.
   a. silence b. communication c. eating d. shouting

El-Moasser Exercises

8. If something is "meaningful, it has a deep importance or ....
   a. purpose b. look c. sound d. color
9. The yesterday .... was about safety rules.
   a. holiday b. meeting c. disagreement d. decipline
10. A smile can be a very .... gesture of kindness, so keep smiling.
    a. meaningless b. meaningful c. frustrating d. awkward

11. I heard a .... noise outside my window at night.

a. strange b. sound c. busy d. lazy

12. You feel .... when you are annoyed or upset because you can't achieve something.

a. calm b. frustrated c. happy d. relaxed

13. A .... is a movement or action that shows emotion.

a. gesture b. distraction c. reading d. walking

Definitions

14. .... means having a purpose or deep importance.

a. Meaningful b. Meaningless c. Awkward d. Silent

15. .... means the absence of sound.

a. Shyness b. Communication c. Silence d. Reconnection

Language Notes, Expressions & Prepositions

16. You should .... attention to your teachers' advice. It's meaningful.

a. take b. do c. pay d. move

17. I didn't go to school yesterday .... my illness.

a. but b. although c. due to d. so



General Exercises On Lesson 3

التقييمات اليومية والأسبوعية والشهرية فى نهاية الكتاب

1 Finish the following dialogue :

Basem is asking Leen to go with him to the shops.

Basem : Leen, are you busy doing something this evening?
Leen : No, I'm not. (1) ....?
Basem : I want you to come with me to the shops.
Leen : (2) ....?
Basem : I'm going to buy a new mobile.
Leen : When will we meet?
Basem : (3) ....
Leen : But what about your old one?
Basem : (4) ....
Leen : Who broke the screen?
Basem : (5) .... She is naughty.
Leen : Yes, Dina always breaks things.

2 Read and complete the text with words from the following list :

reconnect - awkward - would - distant - silent - gesture

When families become busy, they can feel (1) .... from each other. Mealtimes might become (2) .... and quiet. A simple (3) .... like asking about everyone's day is a good way to (4) .... If families did this more often, their bond would be stronger.

3 Read the following text, then answer the questions :

Ali's family used to enjoy lively dinners, but things had changed. School stress and phone distractions created a heavy silence that made everyone feel awkward. The parents and their two children, Omar and Salma, seemed frustrated, but no one knew how to break the silence. One evening, Salma decided to act. Instead of staring at her plate, she said, "I learned a funny joke today. Can I share it?"

Her words were a small but meaningful gesture. Her parents looked up, surprised. Omar put his phone down. Salma told her joke, and a small laugh broke the silence. It wasn't a long conversation, but it was a start. That small act of communication helped **them** reconnect. It reminded them that they needed to choose to speak and listen to each other. If Salma had not spoken, they would have continued to eat in silence, growing further away from each other.

a. Choose the correct answer from a, b, c or d :

1. The best title for this passage is " .... ".
   - a. The problem with jokes
   - b. A family's frustration
   - c. The silent dinner
   - d. The dangers of phones

2. What had caused the family to feel awkward?

a. A big argument. b. Moving to a new house.
c. School stress and phone distractions. d. Not liking the food.

3. The underlined pronoun "**them**" refers to ....

a. schools b. distractions c. Ali's family d. Ali's friends

b. Answer the following questions:

4. How can a small act of communication help families?

....

5. Summarize the first paragraph in one sentence.

....

6. What kind of dinners do you think Ali's family will have in the future?

....

4 Choose the correct answer from a, b, c or d:

1. An 'awkward' situation is one that is ....

a. fun and exciting b. full of purpose
c. uncomfortable or embarrassing d. quiet and peaceful

2. A "gesture" is a movement or action that shows ....

a. silence b. distance c. emotion d. frustration

3. The word "reconnect" has the prefix 're-' which means ....

a. not b. before c. again d. with

4. To be "frustrated" means to feel ....

a. happy and excited b. annoyed or upset
c. calm and relaxed d. tired and distracted

5. A .... is something that stops you paying attention.

a. gesture b. distraction c. silence d. connection

6. The opposite of "embarrassing" is ....

a. far b. comfortable c. awkward d. silent

5 Complete the sentences with the correct form of the word(s) in brackets:

1. If Omar had spoken earlier, his parents .... (**feel**) better.
2. The family would have reconnected if they .... (**talk**) more.
3. If I .... (**know**) you were busy, I would not have called.
4. She would have helped if she .... (**be**) there.
5. If he had put his phone away, he .... (**enjoy**) the real conversation.

6 Write a paragraph of about One Hundred and Ten (110) words on :

مجاب عنه فى نهاية الكتاب

"Ways to solve problems using communications"

....

....

....



SB pages 36 : 38

Lessons **5 & 6**

- Let's Talk
- Staying close

I Vocabulary

Key Vocabulary

misunderstanding (n) سوء تفاهم	communicate (d) يتواصل
resolve (d) (v) يحل	bond (n) رابط - علاقة
honest (adj) أمين	argue (d) (v) يناقش / يجادل
reconnect (ed) (v) يعيد التواصل	tough (adj) قاس - صعب

Pop Quiz تدريب تلقائي يهدف لإتقان المفردات اللغوية

- **Complete the following sentences using the words in the box :**

bond - communicate - resolve - misunderstanding

1. I prefer to .... with my friend on WhatsApp.
2. They stopped talking to each other after having a ....
3. Face-to-face conversation can .... misunderstanding problems.

Lesson 5 ▶ SB pages 36 & 37

real (adj) حقيقي	openly (adv) بصراحة - بوضوح
flight (n) رحلة طيران	absolutely (adv) بالتأكيد - بالطبع
differently (adv) بطريقة أخرى	situation (n) أمر - موقف
skill (n) مهارة	proper (adj) ملائم - مناسب
guy (n) شخص - فرد	glad (adj) سعيد

Lesson 6 ▶ SB page 38

determination (n) عزيمة - إصرار	feelings (n) مشاعر
importance (n) أهمية	meaningful (adj) مفيد - هادف

Conjugation of Irregular Verbs
تصريف الأفعال غير المنتظمة

Present المضارع		Past الماضي	P.P. التصريف الثالث
rebuild	يعيد بناء	rebuilt	rebuilt
get	يحصل على	got	got
say	يقول	said	said
understand	يفهم	understood	understood

Vocabulary Study

▸ Synonyms and Antonyms
مقاطع بادئة وناهية

Word الكلمة		Synonym المرادف	Antonym / Opposite المضاد	
fix	يصلح	repair - mend	damage / break	يتلف
glad	سعيد	pleased / happy / delighted	unhappy / upset	حزين / منزعج
doubt	شك	distrust / uncertainty	trust / belief	ثقة / إيمان

▸ Prefixes & Suffixes
مقاطع بادئة وناهية

Prefix / Suffix	Function الوظيفة	Examples أمثلة	
-ly	تحول الصفة للظرف	briefly totally openly	باختصار كليًا بانفتاح / بصراحة
re-	تعطى معنى يفعل مره أخرى	rebuild	يعيد بناء
-ence	تكون الاسم من الفعل	difference	اختلاف
-ful	تكون الصفة من الاسم	meaningful	ذو معنى

Exercise on Vocabulary Study

Choose the correct answer from a, b, c or d :

1. The building has fallen down. We need to .... it.
   a. reconnect b. rebuild c. revise d. retreat
2. "Fix" and "repair" are ....
   a. nouns b. opposites c. antonyms d. synonyms
3. The suffix "-ful" turns the word "meaning" into a/an ....
   a. verb b. adjective c. adverb d. noun
4. Salma isn't pleased with her exam results. She is ....
   a. glad b. happy c. upset d. delighted

General Notes on Reading & Listening

1 such - so

* such — جدًا [يتبعها الاسم مسبوقًا بالصفة]
  - Communication makes **such** a big difference.
  - Hend saw **such beautiful** dresses in the shop window.
* so — جدًا [يتبعها الصفة أو الظرف]
  - **So** true. It's amazing how much better things go when we just say what we're feeling.

SB page 36

2 cause - reason

* cause (d) (v) — يسبب
  - What **caused** the misunderstanding ?
* reason (n) (for) — تفسير - مبرر
  - Give me **reasons** for your coming late.
* cause (n) (of) — سبب
  - Texting was the main **cause of** the misunderstanding.

SB page 36

Important Expressions & Prepositions
تعبيرات وحروف جر هامة

Expressions التعبيرات			
I totally agree	اتفق تماما - أوافق كليا	Right?	أليس كذلك ؟
at all = absolutely	على الإطلاق	so true	حقيقي جدًا - صحيح جدًا
a big deal	أمر مهم - مشكلة كبيرة	cause misunderstanding	يُسبب سوء فهم
for sure	بالطبع - بالتأكيد	take courage	يتطلب شجاعة
get mixed up	يصبح فوضوى / اختلط عليه الأمر	take a real conversation	تتطلب حوار حقيقى
I totally get that	أنا أتفهم ذلك بشكل كامل	talk openly	يتحدث بإنفتاح أو بحرية
stay close	يبقى قريبًا	no doubt	بلا شك
Prepositions حروف الجر			
end up	ينتهي بهم الأمر	honest about	أمين بشأن
upset with	متضايق من	close to	قريب من
turn into	يتحول إلى		

Main points on Reading & Listening Texts

on Lesson 5 SB page 36

1. Mona asks Naglaa if she is okay because she looked sad yesterday.
2. Naglaa says she had a **misunderstanding**[1] with her cousin Noha last weekend.
3. Naglaa thinks that if they had communicated better, they wouldn't have **argued**[2].
4. Mona regretted being dishonest with her sister last week, which made them upset with each other.
5. They both **agree**[3] that talking openly makes it easier to **rebuild**[4] the bond.
6. They also agree that good communication makes a big difference.

on Lesson 6 SB page 38

1. Staying close to others needs good communication and a strong connection.
2. When we talk face to face, we avoid any misunderstanding.
3. If we are more supportive, we can resolve problems.
4. It takes courage to say sorry or to share true feelings.
5. If we stay close to family and friends, life will be more meaningful and happier.

(1) سوء تفاهم	(2) يجادل	(3) يوافق	(4) يعيد بناء

تنويه : الجمل السابقة تساعدك على التعامل أو كتابة فقرات إنشائية أخرى:

* Communicating with others and avoiding misunderstanding

* How to end misunderstanding with others

II Skills

1. Reading and Listening

للمزيد من إتقان المهارات اللغوية كراسة المعاصر للمهارات اللغوية

Reading

on Lesson 5 SB page 36

Proper[1] Communication Skills

Mona : Hi Naglaa, you seemed sad yesterday. Everything okay?

Naglaa : Yes, I'm all right now. Just had a little **misunderstanding**[2] with my cousin, Noha, last weekend.

Mona : Oh, that's tough. Did you solve the problem?

Naglaa : We did. Honestly, if we had **communicated**[3] better, we wouldn't have argued at all.

Mona : I **totally agree**[4]. If I had been more honest with my sister last week, we wouldn't have ended up upset with each other either. Right?

Naglaa : It's like one small thing turns into a **big deal**[5]. But we talked yesterday, and it helped us **solve**[6] everything.

Mona : That's good to hear. Once people talk openly, it's easier to rebuild the **bond**[7], you know?

Naglaa : For sure. I feel like we've finally **reconnected**[8]. It just took a real conversation.

Mona : So true. It's amazing how much better things go when we just say what we're feeling.

Naglaa : **Absolutely**[9]. Communication makes such a big difference.

(1) ملائم - لائق	(2) سوء تفاهم	(3) يتواصل	(4) يوافق كليا	(5) مشكلة كبيرة	(6) يحل	(7) صلة - رابط	(8) يعيد التواصل	(9) بالطبع

on Lesson 6 SB page 37

Role A : Hey, I've been thinking about our **fight**[1]. Honestly, if we had communicated better, it wouldn't have happened.

Role B : **I totally get that**[2]. Sometimes things just **get mixed up**[3]. It's important to be honest with each other.

Role A : **For sure**[4]! I really want to resolve this and keep our bond strong.

Role B : **That's cool**[5]! I want that too. Let's work on it together.

Role A : Great! I'm glad we can reconnect after all this.

Role B : **So true**[6]. Talking helps a lot, **right**[7]?

Role A : Right! Thanks for listening.

(1) شجار	(2) افهم ذلك	(3) تختلط - تسوء	(4) بالتأكيد	(5) هذا رائع	(6) صحيح جدا	(7) أليس كذلك

on Lesson 6 SB page 38

Staying close to others needs good communication and a strong connection. If we had talked face to face, we could have **avoided**(1) any misunderstanding because we would have been honest about our **feelings**(2). Sometimes people become distant, but if we had been more supportive, we could have resolved problems. It also **takes courage**(3) to say sorry or to share true feelings. If we had stayed close to family and friends, life would have been more **meaningful**(4) and happier.

(1) يتجنب	(2) مشاعر	(3) يتطلب شجاعة	(4) مفيد - هادف

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

Key vocabulary

1. Salma had a small .... with her sister Raghda last weekend. They argued with each other.
   a. communication b. agreement
   c. misunderstanding d. connection
2. It's important to be .... when discussing your feelings.
   a. honest b. dishonest c. angry d. frustrated
3. They passed a / an .... situation during the earthquake.
   a. honest b. enjoyable
   c. glad d. tough
4. When people talk openly, it's easier to rebuild the .... between them.
   a. bands b. bonds c. ponds d. pounds

SB Exercises

5. SB If they had communicated better, they wouldn't have ....
   a. talked b. laughed c. argued d. met
6. SB "I totally get that". This sentence means you .... completely.
   a. disagree b. understand c. forget d. like

7. SB If we had been more supportive, we could have .... our problems.
a. created b. started c. resolved d. ignored

El-Moasser Exercises

8. When life is meaningful, it has ....
a. problems b. purposes c. money d. anger

9. If you speak ...., you tell the truth about how you feel.
a. honestly b. quietly c. differently d. awkwardly

10. The opposite of "doubt" is "............".
a. problem b. uncertainly c. trust d. distrust

11. To .... means to have a conversation about something.
a. argue b. discuss c. shout d. understand

12. To .... means to create something again.
a. rebuild b. destroy c. resolve d. connect

13. To .... means to have a disagreement in which people shout at each other.
a. talk b. agree c. argue d. discuss

▶ **Language Notes, Expressions & Prepositions**

14. Sisters and brothers should .... close to each other to be powerful.
a. stay b. pay c. pack d. turn

15. I can't refuse your offer, I .... agree with you.
a. quickly b. totally c. slowly d. loudly

16. When we heat water, it .... into steam.
a. turns b. goes c. runs d. closes

2. Speaking

مهارة التحدث

▶ **Listen first, then talk.**

استمع أولًا ثم تحدث.

When you have a problem, listen carefully before you answer. This shows you care and can stop the problem from getting bigger. People will talk more when they feel you listen.

• عندما تواجه مشكلة، استمع جيدًا قبل أن تجيب . هذا يظهر انك مهتم ويمكن أن يمنع الأمور من أن تسوء. سوف يتحدث الأشخاص أكثر عندما يشعروا بأنك تنصت إليهم بشكل أكبر.

Using Conversational Language استخدام اللغة الحوارية

- Use simple, friendly phrases to make your speech sound natural and easy.

استخدم عبارات بسيطة وودية لجعل حديثك يبدو طبيعيًا وسهلًا.

- Some common chatty phrases and what they mean. بعض العبارات الشائعة ومعانيها.

Common chatty phrases عبارات شائعة فى الكلام اليومى	Meaning معناها
• That's cool !	that's nice هذا رائع
• I totally get that	I completely understand افهم ذلك جيدًا
• For sure	not doubt بالتأكيد
• Honestly	to be real بصدق - بأمانة
• Right ?	don't you agree ? هل توافق ؟
• Absolutely	Yes, I agree نعم أوافق

3. Writing مهارة الكتابة

Opinion paragraph

To write an opinion paragraph. لكتابة فقرة إنشائية للتعبير عن الرأى

- **Introduction (opening sentence).** الجملة الافتتاحية.
  - → Start with the experience or topic you're giving your opinion on.

    أبدأ بذكر الموقف أو الموضوع الذى تبدى رأيك عنه.
- **Briefly explain what happened.** اشرح باختصار ماذا حدث.
- **Personal feelings and thoughts.** المشاعر والأفكار الشخصية
  - → Share how you felt during the experience. شارك مشاعرك أثناء الموقف
- **Lesson learned :** الدرس المستفاد :
  - → Explain what you learned or how the experience changed you.

    اشرح ما تعلمته من الموقف أو كيف أثر عليك.
- **Closing sentence :** الجملة الختامية :
  - → End with a sentence that shows why this experience is important.

    اختم الفقرة الإنشائية بجملة توضح سبب أهمية هذا الموقف.

- Use these phrases to express your opinions. استخدم تلك التعبيرات لتعبر عن آرائك.
- I agree أنا أوافق • I am for this idea أنا مع هذه الفكرة • I believe أنا اعتقد
- I disagree أنا لا أوافق • I am against this idea أنا ضد هذه الفكرة • In my opinion, ... فى رأى

General Exercises On Lessons 5 & 6

التقييمات اليومية والأسبوعية والشهرية فى نهاية الكتاب

1 Finish the following dialogue :

Tarek is upset. His cousin didn't lend him his bike.

Salim : You seem upset. What has happened?
Tarek : It's my cousin. He made me frustrated.
Salim : (1) .... ?
Tarek : He refused to lend me his bike.
Salim : (2) .... ?
Tarek : No, I didn't ask him why he refused.
Salim : (3) .... He might have his own reasons.
Tarek : You're right. (4) ....
Salim : Talking, listening and understanding can solve any problem.
Tarek : (5) .... Thank you for your advice.

2 Read and complete the text with the words in the box :

honesty - bond - communicated - have - awkward - would

True friendship requires work. If you feel (1) .... from a friend, it is important to talk. My friend and I recently had a problem, but we (2) .... openly. Our friendship (3) .... have ended if we had not been honest with each other. Now, our (4) .... is stronger than ever.

3 Read the following text, then answer the questions :

My brother Tarek and I had a problem last week. We had one computer at home, and we both needed it to do our homework. We argued, and for a whole day, we didn't speak to each other. The silence in our room felt heavy and awkward. I realized that if I had been more honest about my schedule, we could have avoided the fight. That evening, I decided to talk to him. I explained that I needed the computer for a big project. **He** listened and told me he had a test to study for. We finally talked calmly and made a schedule. If we hadn't talked, we would have stayed upset. We learned that communication helps resolve conflicts and makes our family bond stronger. Now, we feel reconnected, and we know that listening is as important as speaking.

a. Choose the correct answer from a , b , c or d :

1. The best title of the passage is ....
   a. The dangers of computers
   b. The importance of communication
   c. How to get a new computer
   d. The best way to win an argument

2. The two brothers argued because they had one .... and they both needed it.
   a. room b. computer c. door d. TV
3. The underlined pronoun "**He**" refers to ....
   a. the writer b. Tarek c. the computer d. the schedule

b. Answer the following questions :

4. How did the brothers resolve their conflict?

....

5. What is the lesson the brothers learned?

....

6. What do you think the brothers will do the next time they both need something?

....

4 Choose the correct answer from a, b, c or d:

1. To .... means to find a solution to a problem or disagreement.
   a. misunderstand b. resolve c. communicate d. agree
2. If you are .... , you always tell the truth.
   a. reconnected b. distant c. honest d. awkward
3. The word "bond" is similar in meaning to "............" .
   a. problem b. argument c. connection d. opinion
4. A .... is when you fail to understand someone correctly.
   a. communication b. misunderstanding c. success d. discussion
5. After they talked, the friends felt .... and their friendship was strong again.
   a. upset b. distant c. reconnected d. sad
6. The suffix "–ly" gives the .... from the verb "open".
   a. noun b. verb c. adverb d. adjective

5 Complete the sentences with the correct form of the word(s) in brackets :

1. If she .... (**be**) more honest, her friend would have understood her.
2. We wouldn't have got lost if we .... (**take**) the map.
3. If they had listened to me, they .... (**not make**) that mistake.
4. He would have passed the exam if he .... (**study**) harder.
5. If you .... (**tell**) me you were coming, I would have waited for you.

6 Write an opinion paragraph of about One Hundred and Ten (110) words on :

"The importance of communication" مجاب عنه في نهاية الكتاب

....

....

....

....

Review on unit 2

Vocabulary

Lessons 1 & 2

communication	تواصل
siblings	أشقاء
misunderstand	يسئ فهم
respectful	محترم
bond	صلة - رابط
resolve	يحل
calm	هادئ
face-to-face	مباشر - وجهًا لوجه

Lesson 3

silence	الصمت
awkward	غريب
distractions	مشتتات
frustrated	محبط - منزعج
meaningful	معبر
gesture	إشارة - علامة

Lessons 5 & 6

distant	بعيد
reconnect	يعيد التواصل
misunderstanding	سوء الفهم
courage	شجاعة
determination	عزيمة

Language

The Third Conditional الحالة الشرطية الثالثة

If + had + p.p. , would / could + have + p.p.

ex : – If I had woken up earlier, I would have visited the Egyptian Museum.

– If they had taken the ring road, they wouldn't have stuck in the traffic.

Speaking

A discussion about a problem your friend faced.

A: What was the problem you faced yesterday?

B: I misunderstood my friend's text message and got upset.

A: How did you solve it?

B: We talked face-to-face today and solved it.

A: What did you learn?

B: I learned to face my problems and discuss important matters face-to-face.

Skills 1 Reading Comprehension

Make prediction about upcoming events

تختبر أسئلة قطعة الفهم مهارة (التنبؤ بما سيحدث فى النص) وهنا تحتاج لقراءة النص جيدًا.

اقرأ وقم بالإجابة.

Read the following text, then answer the questions :

Good communication is the key to strong relationships. whether with your parents, siblings, or friends. The way you talk and listen affects your connection with others. Communication isn't only about words - it includes your tone of voice, facial expressions, and body language. Even a simple smile or a text message can show someone you care.

In today's fast world, many young people find it hard to make time for meaningful conversations. Social media and texting make it easy to stay in touch, but sometimes messages are misunderstood. Miscommunication can lead to conflict or distance between people.

• What will happen if we depend only on text messages to communicate?

....

....

....

....

التحدى قد تجد صعوبة فى التنبؤ بأحداث قادمة فى النص أو القصة المطروحة. كيف يمكنك بناء تنبؤ لم يتم ذكره فى النص أو القصة.

مفتاح الحل سؤال التنبؤ بأحداث قادمة هو أحد مهارات القراءة، يتم الإجابة عليه بعد قراءة النص كاملًا، لاحظ أنه يتم عمل التنبؤ بناءٍ على الأحداث والمعلومات التى تم ذكرها فى النص أو القصة

2 Speaking

Communication

تختبر سؤال المحادثة (dialogue) معرفتك لقدر كاف من (Language Functions) والتى غالبًا ما تكون على شكل أسئلة والرد عليها.

اقرأ وقم بالإجابة.

Finish the following dialogue :

Omar is talking to his cousin Youssef about staying connected with family.

Youssef : Hi Omar! Do you talk to your grandparents often?

Omar : (1) ....

Youssef : That's nice of you. How do you stay in touch?

Omar : (2) ....

Youssef : (3) .... ?

Omar : Yes, they're always happy to hear from me.

Youssef : (4) .... I should do that too.

Omar : (5) .... It helps us feel close.

التحدى تريد التحدث عن (التواصل الاجتماعى) وتجد صعوبة فى تكوين أسئلة والرد عليها.

مفتاح الحل يجب عليك معرفة قدر كاف من الأسئلة والردود التى قد تحدث بينك وبين زميلك.

General Exercises on unit 2

التقييمات اليومية
والأسبوعية والشهرية
فى نهاية الكتاب

1 Finish the following dialogue :

Nada and Ola are talking about their weekend.

Nada : It's Thursday. Tomorrow is a holiday.

Ola : Great! (1) .... ?

Nada : I suggest going to the beach.

Ola : Great idea. But (2) .... ?

Nada : The countryside! (3) ....

Ola : It's fun there. We can see our cousins, too.

Nada : (4) ....

Ola : That's right. We can enjoy the nature.

Nada : So, what things can we take with us?

Ola : (5) .... I will get everything we need.

2 Read and complete the text with the words in the box :

courage - avoided - distant - resolved - avoid - connection

Staying close together needs good communication and a strong (1) .... If we had talked face-to- face, we could have (2) .... any misunderstanding because we would have been honest about our feelings. Sometimes people become (3) .... , but if we had been more supportive, we could have (4) .... problems.

3 Read the following text, then answer the questions :

Staying close to family and friends requires good communication. In our modern world, it is easy to send a quick text message, but this can sometimes make us feel more distant. A real connection is often built through face-to-face conversations where we can see expressions and hear the tone of voice. If we had only relied on text messages, we would have missed these important details. Being **supportive** is also a key. This means listening with care and offering help. If a friend is having a difficult time, a supportive conversation can make a huge difference. It takes courage to be honest about our feelings, but this honesty makes relationships more meaningful. To build strong, lasting connections, we must make time for real conversations. This determination to stay connected, even when life is busy, keeps our relationships remain healthy and strong.

a. Choose the correct answer from a , b , c or d :

1. The best title for this passage is ....
   a. The dangers of modern technology
   b. How to send text messages
   c. Building strong connections through communication
   d. Why friendships end
2. .... helps make relationships more meaningful.
   a. Sending many texts messages b. Avoiding difficult topics
   c. Being busy all the time d. Having the courage to be honest
3. The underlined word "**supportive**" means ....
   a. helpful b. dishonest c. selfish d. powerful

b. Answer the following questions :

4. Why is face-to-face communication important, according to the text?
   ....
5. Summarize the main advice of the passage in one sentence.
   ....
6. What do you think makes relationships strong and healthy?
   ....

4 Choose the correct answer from a, b, c or d:

1. A .... relationship is one that is important and has a special quality.
   a. distant b. meaningful c. calm d. normal
2. It takes .... to admit when you make a mistake.
   a. courage b. connection c. communication d. anger
3. The word "distant" is the opposite of ....
   a. far b. sad c. close d. angry
4. The suffix "–en" turns the word "strength" into a / an ".................... ".
   a. verb b. adjective c. adverb d. noun
5. The strong .... between the two sisters was clear to everyone.
   a. courage b. text c. connection d. problem
6. With hard work and .... , you can achieve your goals.
   a. misunderstanding b. determination
   c. fear d. sadness

5 Complete the sentences with the correct form of the word(s) in brackets :

1. If I .... (**know**) you were sick, I would have visited you.
2. She would have felt better if she .... (**talk**) to someone.
3. If they had been more supportive, he .... (**not feel**) so distant.
4. We .... (**win**) the match if our best player hadn't been injured.
5. If you had asked me, I .... (**help**) you with your homework.

6 Rewrite the following sentences using the word(s) in brackets :

1. He didn't invite me, so I didn't go to the party. **(If)**

....

2. They visited the zoo, so watched their favorite animals. **(If)**

....

7 The story

A . Read and write (T) True or (F) False :

1. All the students supported Zeina's idea from the beginning. ☐
2. The team was made up of students who all had the same skills. ☐

B . Who said this :

1. "This is my school too". (............................)
2. "I want to create a garden behind our school". (............................)

8 Write a paragraph of about One Hundred and Ten (110) words on :

"Communication"

مجاب عنه في نهاية الكتاب

....

....

....

....

....

....

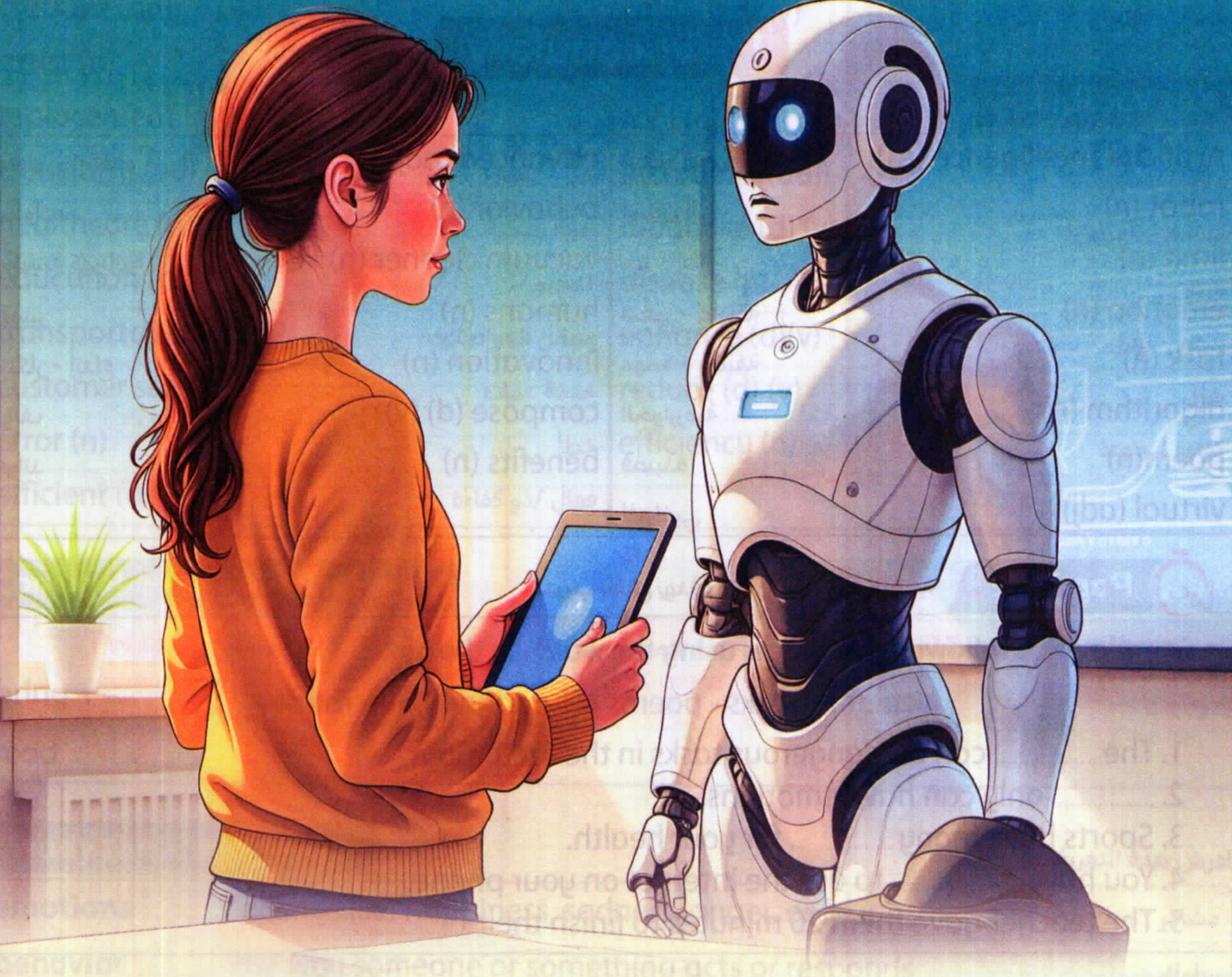
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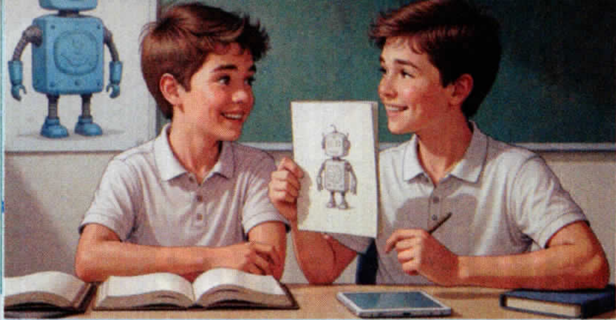
Unit THREE | Artificial Intelligence



SB pages 41 : 54

Learning outcomes :

- **Reading**
  - Identify the main idea of a text about Artificial Intelligence
  - Identify specific details of a text about Artificial Intelligence
  - Recognize meaning of words from the context
- **Writing**
  - Write about the benefits of AI in the future
  - Write an email about the future use of AI
  - Use vocabulary related to Artificial Intelligence in meaningful contexts
- **Listening**
  - Identify the main idea and specific details in audio texts related to AI
- **Speaking**
  - Express expectations for the future use of AI in the future
  - Share opinions on AI impact on jobs, education, and daily life
- **Language**
  - Use the future simple active /passive voice to describe future actions



SB pages 42 : 45

Lessons **1 & 2**

- Artificial Intelligence
- AI Technology

I Vocabulary

Key Vocabulary

Artificial Intelligence (AI)	الذكاء الاصطناعي	advanced (adj)	متطور - متقدم
robot (n)	انسان آلى	behavior (n)	سلوك
limit (n)	حد / إطار	vacuum cleaner (n)	مكنسة كهربائية
emotion (n)	شعور - عاطفة	humans (n)	البشر
task (n)	مهمة - وظيفة	innovation (n)	ابتكار - إبداع
algorithm (n)	الخوارزمية	compose (d) (v)	يؤلف
poem(n)	قصيدة	benefits (n)	فوائد
virtual (adj)	افتراضي		

Pop Quiz تدريب تلقائى يهدف لإتقان المفردات اللغوية

• Complete the following sentences using the words in the box :

benefits - tasks - poems - Humans - limit - robot

1. The .... can do dangerous tasks in the factory.
2. .... only can have emotions.
3. Sports have many .... for your health.
4. You have a .... to use the internet on your phone.
5. The teacher gave them 20 minutes to finish their ....

Lesson 1 ▶ SB pages 42 & 43

machine (n)	آلة - ماكينة	brain (n)	مخ
simple (adj)	بسيط	follow (ed) (v)	يتتبع - يتبع
factory (n)	مصنع	basic (adj)	بسيط - بدائي
surgery (n)	عملية جراحية	orders (n)	أوامر
medicine (n)	دواء - الطب	program (med) (v),(n)	يبرمج - برنامج
smart (adj)	ذكى - ماهر	action (n)	فعل - عمل
replace(d) (v)	يحل محل - يستبدل	control (led) (v)	يتحكم

Lesson 2 ▶ SB pages 44 & 45

type (d)(v)	يكتب [باستخدام لوحة مفاتيح]	automate (d)(v)	يشغل آليا
draft (n)	مسودة - صياغة	field (n)	مجال
creative (adj)	مبدع - مبتكر	copy (ied) (v)	ينسخ - يقلد
artist (n)	فنان	pattern (n)	نمط - نموذج -اسلوب
replacement (n)	بديل	tool (n)	أداة
transform (ed) (v)	يغير - يحول	incredible (adj)	مذهل - رائع
healthcare (n)	رعاية صحية	diagnose (d) (v)	يُشخص [مرض]
education (n)	التعليم	disease (n)	مرض
transportation (n)	وسائل المواصلات	enhance (d)(v)	يدعم - يعزز
customer service	خدمة عملاء	reduce (d) (v)	يقلل
error (n)	خطأ	efficiency (n)	كفاءة / جودة
efficient (adj)	فعال /ذو كفاءة		

Conjugation of Irregular Verbs

تصريف الأفعال غير المنتظمة

Present المضارع		Past الماضى	P.P. التصريف الثالث
bring	يحضر - يجلب	brought	brought
read	يقرأ	read	read

Study these definitions

ادرس هذه التعريفات

emotions	feelings like happiness, sadness, anger, or fear	مشاعر
behavior	the way someone or something acts or responds	سلوك
advanced	very modern, developed, or complex; not basic	متطور
limit	the point where something stops or cannot go further	حد - حاجز
tasks	jobs or actions that need to be done	مهمات
humans	people; men, women, and children	بشر
innovation	invention and improvement	ابتكار
compose	create or produce	يؤلف
creative	producing or using unusual ideas	مبدع - مبتكر

Collocations متلازمات لفظية

do tasks	يؤدى مهام	make art	يصمم أعمال فنية
get tired	يشعر بالتعب	follow commands	يتبع الأوامر
take decisions	يتخذ قرارات	compose music	يؤلف موسيقي

Vocabulary Study

Synonyms and Antonyms مترادفات ومتضادات

Word الكلمة		Synonym المرادف	Antonym /Opposite المضاد	
intelligence	ذكاء	wit	stupidity / ignorance	غباء/جهل
advanced	متقدم-متطور	developed /modern	undeveloped / backward	متخلف
allow	يسمح	let / permit	deny / reject / forbid	يمنع
expensive	غالي الثمن	costly	cheap/inexpensive	رخيص الثمن
smart	ذكى - أنيق	wise / intelligent	stupid / slow learner	غبى
basic	اساسى	main /vital /essential	secondary / minor	ثانوى / غير أساسى
reduce	يقلل - يخفض	cut down/decrease	increase/enhance	يزيد / يعزز
artificial	إصطناعى	non-natural	natural	طبيعى
creative	إبداعى	imaginative / innovative	unimaginative / boring	غير ابداعى
respond	يستجيب - يرد	react / reply	ignore / avoid	يتجاهل / يتجنب

Prefixes & Suffixes مقاطع بادئة وناهية

Prefix / Suffix	Function الوظيفة	Examples أمثلة	
-ence	تحول الصفة لاسم	intelligence	ذكاء
-ior	تحول الفعل لاسم	behavior	سلوك
-ness	تكون الاسم من الصفة	happiness	سعادة
		sadness	حزن
-ive	تكون الصفة من الفعل	creative	مبدع / ابداعى
-tion	تكون الاسم من الفعل	imagination	خيال
-less	تعطى معنى عدم وجود / بدون	useless	عديم الفائدة
- ion	تكون الاسم من الفعل	education	تعليم

Exercise on Vocabulary Study

Choose the correct answer from a, b, c or d :

1. The word "basic" can be replaced with "............" .
   a. advanced b. complex c. vital d. difficult
2. This TV is very "expensive". The opposite of "expensive" is "............" .
   a. costly b. valuable c. cheap d. high-priced
3. A synonym for "let" or "allow" is "............" .
   a. prevent b. stop c. permit d. block
4. He can "compose" beautiful music. The word "compose" is similar to ....
   a. destroy b. create c. listen d. break
5. The synonym of "smart" is "............" .
   a. stupid b. intelligent c. simple d. basic
6. The word "advanced" and " .... " have the same meaning.
   a. basic b. simple c. modern d. old
7. The word "creative" is the opposite of "............" .
   a. artistic b. innovative c. new d. unimaginative
8. The opposite of "expensive" can be formed with the prefix "............" .
   a. un- b. im- c. in- d. dis-
9. We can form the noun from the adjective "sad" by adding the suffix "............" .
   a. -ment b. -ness c. -tion d. -er

General Notes on Reading & Listening

1 surgery - surgeon

* **surgery** علم الجراحة / عملية جراحية
  - He specializes in brain **surgery**.
  - During the **surgery**, the doctor was focused on the patient's heart movement.
* **surgeon** طبيب [جراح]
  - Dr Magdy Yacoub is a famous Egyptian heart **surgeon**.

2 allow - let يسمح

* allow + object مفعول + to. + inf.
  - AI **allows** the robot **to** make decisions.
* let + object مفعول + inf. يسمح
  - **Let** me explain this point clearly.

3 without + [noun/inf. +ing] بدون

- **Without** AI, the robot can only follow basic commands.
- He answered the question **without** thinking, so he failed the oral test.

4 brain - mind

* **brain** (n) المخ (عضو مادى موجود بالدماغ)
  - Our **brains** control our senses.
* **mind** (n) العقل (القدرة على التفكير)
  - Her **mind** works wrongly. She never behaves correctly.

5 virtual world - real world

* **virtual world** عالم افتراضى (غير واقعى)
  - Most teenagers live in a **virtual world**.
* **real world** عالم واقعى وحقيقى كالحياة التى نعيشها
  - Our world is full of challenges. It's a **real world**.

Important Expressions & Prepositions تعبيرات وحروف جر هامة

Expressions التعبيرات			
solve math problems	يجيب اسئلة حسابية	self-driving car	سيارة ذاتية القيادة
change behavior	يُعدل السلوك	make decisions	يتخذ قرارات
human-made	صنع الانسان - اصطناعي	personalized learning	التعلم الشخصى
diagnose a disease	يشخص مرض	automating tasks	ينفذ مهام اليآ
make advertisement	يعمل إعلان	reduce human errors	يقلل الأخطاء البشرية
create stories / compose	يؤلف قصص		
Prepositions حروف الجر			
turn .... into	يحول شئ إلى شئ آخر	across many fields	فى مجالات عديدة
know about	يعرف عن		

Main points on Reading & Listening Texts

on Lesson 1 SB page 42

1. **Robots**[1] and **AI**[2] (Artificial Intelligence) are not the same.
2. A robot is a machine that moves and does tasks.
3. Some robots are simple, like machines in factories, but others are **advanced**[3].
4. AI is the '**brain**'[4] that can go inside a robot.
5. AI allows the robot to make decisions and learn from actions and change its **behavior**[5].
6. Without AI, the robot can only follow basic **commands**[6].
7. Some robots with AI are used in hospitals to help doctors and patients.
8. Robots can also help students learn new languages and solve math problems.
9. Robots and AI have **limits**[7]. They can't understand **emotions**[8], and they need humans to program them.
10. As technology improves, we will see more robots in our daily lives.
11. But not all AI is in robots, and not all robots are smart.

(1) انسان آلى	(2) الذكاء الاصطناعي	(3) متطور	(4) دماغ - مخ
(5) سلوك	(6) أوامر	(7) حدود	(8) مشاعر

on Lesson 2 SB page 44

1. Lina reads that AI can make art and music.
2. Adham explains that modern technology allows AI to create pictures, songs, and stories.
3. AI programs use special **algorithms**[1] to turn words into images.
4. AI can also **compose**[2] music and write poems.
5. Some writers use AI to get ideas or write the first **draft**[3] of a story.
6. Lina asks if AI can be **creative**[4], don't just copy things.
7. Adham says AI learns from human-made work and creates something new like a **virtual**[5] artist.
8. Lina asks if AI can feel **emotion**[6] but Adham says no.
9. Adham explains that AI is a tool, not a **replacement**[7], but it helps humans to be more creative.

(1) نظام الحلول الحسابية	(2) يؤلف	(3) مسودة - صيغة	(4) مبدع - مبتكر
(5) افتراضي	(6) مشاعر	(7) بديل	

on Lesson 2 SB page 44

1. Artificial Intelligence (AI) is transforming the world.
2. AI offers **incredible benefits**[1] in many fields.
3. AI powers **healthcare**[2] by **diagnosing diseases**[3].
4. It improves education through **personalized learning**[4].
5. It helps businesses by **automating tasks**[5].
6. AI **enhances**[6] transportation with self-driving cars.
7. It improves **customer service**[7].
8. AI reduces human **errors**[8].
9. In the future, AI could help solve global problems like climate change.
10. AI makes life smarter and more **efficient**[9].

(1) فوائد رائعة	(2) رعاية صحية	(3) تشخيص الامراض	(4) التعليم الشخصي	(5) تنفيذ المهام
(6) يدعم	(7) خدمة عملاء	(8) أخطاء	(9) فعال - كفء	

تنويه : الجمل السابقة تساعدك على التعامل أو كتابة فقرات إنشائية أخرى:

* Artificial Intelligence   * Benefits of AI   * Robots

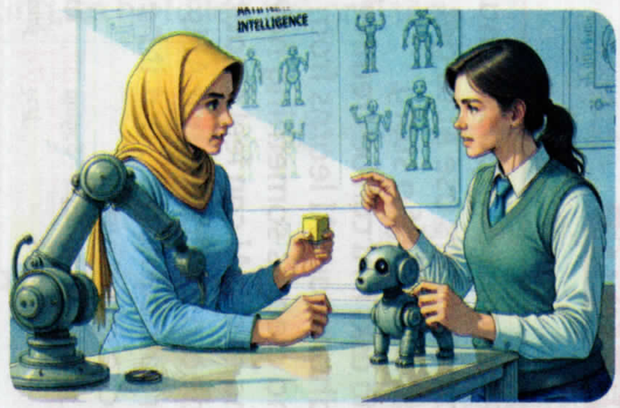
II Skills

1. Reading and Listening

Pop Quiz
تدرب على ٩ من قطع الفهم ونصوص الاستماع

Reading

• on Lesson 1 SB page 42



Many people think **robots**[1] and **Artificial Intelligence**[2] (AI) are the same, but they are different. A robot is a machine that can move and do **tasks**[3]. Some robots are very simple, like a machine in a factory that puts bottles in a box. Other robots are more **advanced**[4], like robot dogs that can walk, run, and even play with people.

AI is the **"brain"**[5] that can go inside a robot. AI allows the robot to make decisions, learn from actions, and change its **behavior**[6]. For example, a robot **vacuum cleaner**[7] with AI can learn the shape of your room and clean it better each time. Without AI, the robot can only follow basic **orders**[8].

Some robots with AI are used in hospitals. They can bring medicine to patients or help during **surgery**[9]. In schools, robots can help students learn new languages or solve math problems.

Still, robots and AI have **limits**[10]. They can't truly understand **emotions**[11], and they often need **humans**[12] to help or program them. Also, making smart robots can be very expensive.

As technology improves, we will see more robots in our daily lives. But it's important to know: not all AI is robots, and not all robots are smart.

(1)	انسان ألي
(2)	الذكاء الاصطناعي
(3)	مهمات
(4)	متطور
(5)	دماغ
(6)	سلوك
(7)	مكنسة كهربائية
(8)	اوامر
(9)	عملية جراحية
(10)	حدود
(11)	مشاعر
(12)	البشر

Answer the following questions.

- Extracting information. استخراج المعلومات.

Learn 1. In which fields can we use AI ?
- In hospitals and schools.

Practice 2. What is a robot ?

....

Listening

• on Lesson 2 SB page 44

Lina : Hey Adham, I read something interesting today. It said that AI can make art and music. Isn't that something only **humans**[1] can do ?

Adham : Yeah, a lot of people think that. But with all the new **innovation**[2] in technology, AI can actually create pictures, songs, and even stories!

Lina : Really? How does that work ?

Adham : Well, there are AI programs. For example, you type something like "a cat flying in space," and it makes a picture! It uses a special **algorithm**[3] to turn words into images.

Lina : Wow! That sounds fun, Can it make music too ?

Adham : Yes! Some AI can **compose**[4] music or even write **poems**[5] . Some writers use AI to get ideas or write the first **draft**[6] of a story.

Lina : But can AI really be **creative**[7] ? Doesn't it just copy things?

Adham : Good question. AI learns by studying thousands of human made songs, books, and art. Then it finds **patterns**[8] and makes something new. It's like a **virtual**[9] artist.

Lina : Can AI feel emotions like a human artist?

Adham : No. AI is just a tool, not a **replacement**[10] ! But it's an exciting way to help humans be even more creative.

(1) البشر
(2) ابتكار
(3) خوارزمية
(4) يؤلف
(5) يؤلف -يلحن
(6) مسودة
(7) مبدع
(8) نماذج
(9) افتراضي
(10) بديل

• on Lesson 2 SB page 44

The future of technology

Artificial Intelligence is **transforming**[1] our world, offering incredible **benefits**[2] across many fields. Today, AI powers **healthcare**[3], such as **diagnosing**[4] diseases; education, such as personalized learning; and business, such as automating tasks. It **enhances**[5] transportation with self-driving cars and improves customer service. It also reduces human **errors**[6]. In the future, AI could solve global challenges like climate change and energy **efficiency**[7]. AI will continue making life smarter and more **efficient**[8].

(1) يغير - يحول
(2) فوائد
(3) رعاية صحية
(4) تشخيص
(5) يدعم
(6) خطأ
(7) كفاءة
(8) كفء

Exercise on Vocabulary

• **Choose the correct answer from a, b, c or d :**

▶ **Key vocabulary**

1. The .... is a machine that can move and perform tasks.
a. robot b. computer c. brain d. program
2. .... Intelligence is the "brain" that allows machines to learn and make decisions.
a. Human b. Natural c. Artificial d. Simple
3. AI is a form of .... that allows computers to learn and think.
a. emotion b. limit c. technology d. behavior
4. You can .... a song or a story using your imagination.
a. compose b. destroy c. limit d. behave
5. The creation of new ideas and methods is called ....
a. pollution b. innovation c. option d. emotion

SB Exercises

6. SB AI is used in hospitals to bring .... to patients.
a. food b. books c. medicine d. flowers
7. SB AI can create pictures, songs and even ....
a. robots b. stories c. humans d. schools
8. SB One benefit of AI is that it reduces human's ....
a. intelligence b. creativity c. work d. errors

Definitions

9. .... is the way in which someone or something acts or responds.
a. Emotion b. Behavior c. Limit d. Task
10. Feelings like happiness, sadness, anger, or fear is called ....
a. innovations b. limits c. emotions d. tasks
11. The point where something stops or cannot go further is called ....
a. task b. limit c. behavior d. emotion

El-Moasser Exercises

12. "Advanced" is the opposite of "..................".
a. modern b. complex c. new d. undeveloped
13. AI makes life smarter and more ....
a. efficient b. global c. expensive d. boring
14. Artists are often very .... people.
a. basic b. limited c. creative d. robotic

▶ **Language Notes, Expressions & Prepositions**

15. Our father allowed us .... at the weekend.
a. play b. to play c. plays d. playing
16. When we heat water, it turns .... steam.
a. on b. into c. up d. in

2. Speaking

مهارة التحدث

1. Discussing using robots in our life.

مناقشة استخدام الانسان الأولى فى حياتنا.

Questions	Answers
1. What is a robot ? ما هو الانسان الآلى ؟	- It's a machine that can move and do tasks. هو آلة يمكنها الحركة وأداء مهام.
2. Do you think robots can do all human work ? هل تعتقد أن الانسان الالى يمكنه اداء كل مهام البشر ؟	- No. I don't think so. They need humans to program them. لا. لا اعتقد ذلك . لانهم يحتاجون البشر فى برمجتهم.
3. How can robots help in hospitals ? كيف يمكن أن يساعد الانسان الآلى فى المستشفيات ؟	- They can bring medicine to patients and help during surgery. يمكنهم احضار الدواء للمرضى المساعدة الاطباء اثناء إجراء الجراحة.
4. Do you think robots and AI can make our life better? Why ? هل تعتقد أن الإنسان الألى والذكاء الاصطناعى يمكنهم جعل حياتنا افضل ؟ ولماذا ؟	- Yes. Because they offer incredible benefits across many fields. نعم. لأنهم يقدمون فوائد رائعة فى مختلف مجالات عديدة.

2. Asking and answering questions about AI Technology.

السؤال والإجابة عن تكنولوجيا الذكاء الاصطناعى.

Questions	Answers
1. What do you know about Artificial Intelligence (AI) ? ماذا تعرف عن الذكاء الاصطناعى ؟	- It is technology that helps computers and machines do tasks. أنها تكنولوجيا تساعد الحاسب الآلى والالات فى أداء مهمات.
2. What fields does AI help in ? ما المجالات التى يساعد فيها الذكاء الاصطناعى ؟	- It helps in many fields, like medicine, education and transportation. تساعد فى عدة مجالات مثل الطب والتعليم والنقل والمواصلات.
3. How do you think AI helps in education ? كيف يمكن للذكاء الاصطناعى المساعدة فى مجال التعليم ؟	- It helps students learn new languages and solve math problems. تساعد الطلاب فى تعلم لغات جديدة وحل المسائل الحسابية.
4. Do you think AI will become smarter than humans one day ? هل تعتقد أن الذكاء الاصطناعى يمكن أن يصبح أكثر ذكاء من البشر يومًا ما ؟	- No, I think humans will be always more creative. لا. اعتقد أن البشر سوف يكونوا دائما أكثر إبداعًا.

III Language in use

The Future Simple : Active & Passive
زمن المستقبل البسيط فى صيغة المبنى للمعلوم والمبنى للمجهول

Future simple passive

The future simple passive is used to describe actions that will be done by someone in the future.

يستخدم زمن المستقبل البسيط فى صيغة المبنى للمجهول لوصف احداث سوف يتم القيام بها عن طريق شخص ما فى زمن المستقبل.

Form	Active صيغة المبنى للمعلوم	Passive صيغة المبنى للمجهول
Affirmative الإثبات	Subject الفاعل + will + inf. ... . ex. He will plant trees.	Obj. المفعول + will + be + p.p. . ex. Trees will be planted (by him).
Negative النفى	Subject الفاعل + won't + inf. ... . ex. They won't use AI to fix cars.	Obj. المفعول + won't + be + p.p. . ex. AI won't be used to fix cars by them.
Yes / No Q. السؤال بـ (هل)	Will + subject الفاعل + inf. ... ? ex. Will people use self-driving cars in the future ?	Will + obj. المفعول + be + p.p. ? ex. Will self-driving cars be used in the future (by people) ?
Wh - Q. السؤال بأداة استفهام	Q.W. + will + subject الفاعل + inf. ...? ex. When will the doctor do the surgery?	Q.W. + will + obj. المفعول + be + p.p.? ex. When will the surgery be done (by the doctor) ?

Exercises on Language in use

1. Choose the correct answer from a, b, c or d :

SB Exercises

1. SB The exam papers will .... by the teacher.
   a. check b. be checked c. checking d. checks
2. SB Our essays .... next week.
   a. returning b. will be returned c. returns d. returned
3. SB We will .... driverless cars in the future.
   a. use b. uses c. used d. be used
4. SB The homework .... by the teacher.
   a. will correct b. will be corrected c. corrects d. corrected
5. SB Father .... his car tomorrow.
   a. fixes b. will fix c. fixing d. will be fixed
6. Lunch .... at 1 p.m.
   a. serves b. served c. serving d. will be served
7. This project will be .... next Friday.
   a. finish b. finishing c. finished d. finishes

El-Moasser Exercises

8. The new smart car .... by the company next year.
   a. will launch b. will be launched c. is launching d. launched
9. The details of the trip .... to you by email tomorrow.
   a. will send b. will be sent c. are sent d. sent
10. New medicines .... by AI in the future to help cure diseases.
    a. will develop b. are developed c. will be developed d. developed
11. The problem .... by the engineers as soon as they arrive.
    a. will solve b. solved c. solves d. will be solved

12. In the future, smart robots .... more jobs at homes.
    a. will do   b. are done   c. will be done   d. did
13. A new bridge .... to connect the two cities next year.
    a. will build   b. builds   c. will be built   d. is built
14. When will the new order .... ?
    a. deliver   b. be delivered   c. delivering   d. delivers
15. In the future, many difficult tasks will .... performed by smart robots.
    a. be   b. been   c. being   d. are

2. Complete the sentences with the correct form of the word(s) in brackets :

SB Exercises

1. The problem .... **(solve)** by the engineer next week.
2. All students .... **(invite)** to the event tomorrow.
3. The room will be .... **(clean)** by my sister.
4. When will the test .... **(correct)** by the teacher?
5. The letter will be .... **(send)** next week.
6. The report .... **(don't)** be prepared by the manager next Sunday.

El-Moasser Exercises

7. Driverless cars will .... **(use)** everywhere.
8. Nader will .... **(traveled)** to London next week.
9. Robots will .... **(being)** developed to do important tasks.
10. How do you think new technology will be .... **(improve)** over time ?
11. I think she .... **(win)** the competition next week.
12. New roads .... **(build)** to reduce traffic in the city.

3. Read and correct the mistakes in the following :

1. SB The test **will corrected** by the teacher. (..................)
2. SB The letter will be **send** next week. (..................)
3. SB The report will be **preparing** by the manager. (..................)

4. Rewrite the following sentences using the words in brackets :

1. They will sell the house next week. **(sold)**

....

2. She won't cook lunch. **(be cooked)**

....

3. Will they send the email? **(Will the email** .... **)**

....

General Exercises

On Lessons 1 & 2

التقييمات اليومية
والأسبوعية والشهرية
فى نهاية الكتاب

1 Finish the following dialogue :

Sara is telling her brother about robots.

Sara : Ali, I saw a robot today.

Ali : Really! (1) .... ?

Sara : It's a machine that can move and do tasks.

Ali : Where are they used?

Sara : (2) ....

Ali : What can they do at hospitals?

Sara : (3) .... And they can be used at home.

Ali : (4) .... ?

Sara : They can help vacuum and clean the house.

Ali : That's great ! (5) ....

Sara : Yes. You're right. Robots are great inventions.

2 Read and complete the text with the words in the box :

advanced - surgeries - solves - emotions - solve - patients

Some robots are used in hospitals. They can bring medicine to (1) .... or help during (2) .... In schools, robots help students to learn new languages or (3) .... math problems. Robots and AI have limits. They can't truly understand (4) .... and they often need humans to help or program them.

3 Read the following text, then answer the questions :

Artificial Intelligence is set to bring huge changes to our world. One of the most exciting fields is medicine. In the near future, surgeries will be assisted by highly advanced robots. This will reduce human **errors** and help patients recover faster. AI programs will also be used to analyze medical data, helping doctors diagnose illnesses much earlier than is possible today. In our homes, AI will make life easier. Smart robots will do housework like cleaning and cooking. However, it's important to remember that **AI has its limits.** It cannot replace the creativity of an artist or the kindness of a doctor. While AI will handle many tasks, it won't be able to understand human feelings or emotions. We must be prepared for this future, using the benefits of AI while valuing the special qualities that make us human.

a. Choose the correct answer from a, b, c or d :

1. The main idea of the passage is "..........".

a. AI is too dangerous to use
b. AI has benefits and limits
c. AI is useful in hospitals only
d. All jobs will be replaced by robots

2. AI will help doctors by ....

a. talking to patients' families b. diagnose illnesses c. building new hospitals d. creating human emotions

3. The underlined word "errors" means "............" .

a. feelings b. emotions c. benefits d. mistakes

b. Answer the following questions.

4. Give two examples of how AI will be used in the future.

....

5. What does the sentence "**AI has its limits**" in the text mean ?

....

6. How do you think smart robots in the home might change family life ?

....

4 Choose the correct answer from a, b, c or d :

1. A .... is a machine that can move and do tasks.

a. human b. robot c. program d. limit

2. This new phone is very .... .It has the latest technology.

a. old b. basic c. advanced d. simple

3. Even the smartest AI has .... and cannot understand feelings.

a. benefits b. tasks c. limits d. ideas

4. "............" means invention and improvement.

a. Emotion b. Robot c. Innovation d. Behavior

5. We can turn the verb create into an adjective by adding the suffix "............".

a. -ive b. -ity c. -able d. -al

6. The words smart and intelligent are ....

a. opposites b. synonyms c. antonyms d. nouns

5 Complete the sentences with the correct form of the word(s) in brackets :

1. Next week, the new software .... **(install)** on all computers.
2. Our exam papers .... **(check)** by the computer, not the teacher.
3. The future of technology .... **(discuss)** at the conference tomorrow.
4. Our food .... **(deliver)** by a drone in the near future.
5. I think this problem .... **(will/solve)** using AI.

6 Write a paragraph of about One Hundred and Ten (110) words on :

مجاب عنه فى نهاية الكتاب

"The benefits of using AI and robots in our daily lives"

....

....



SB pages 46 & 47

Lesson 3 ▸ A Robot Teacher

⚠ تنويه : الدرس الرابع القصة المقررة فى نهاية الكتاب

I Vocabulary

Key Vocabulary

surprising (adj)	مفاجئ - غريب	shiny (adj)	لامع - مضيء
confused (adj)	متحير - مرتبك	customized (adj)	مخصص - مصمم خصيصًا
instantly (adv)	على الفور - حالًا	notice (d) (v), (n)	يلاحظ - يدرك / ملاحظة
connection (n)	تواصل - صلة	customize (d) (v)	يخصص - يعدل

Pop Quiz تدريب تلقائى يهدف لإتقان المفردات اللغوية

• **Complete the following sentences using the words in the box :**

shiny - notice – confused – connection – instantly – customize

1. The child was .... He couldn't choose a T-shirt.
2. The message will be sent .... when you click on this icon.
3. I have a good .... with my close friends.
4. She didn't .... that her cat wasn't at home. It escaped.
5. Customer service can .... your order to fit your style.

Lesson 3 ▸ SB pages 46 & 47

explain (ed) (v)	يشرح	extra (adj)	إضافى
check (ed) (v)	يفحص	practice (n)	تدريب - تمرين
feedback (n)	تعليق - تقييم / تغذية راجعة	helpful (adj)	متعاون
return (ed) (v)	يعود	care (n)	رعاية - عناية
completely (adv)	بشكل كلى - بالكامل	hate (d) (v)	يكره
benefit (ed) (v)	يستفيد / يُفيد	congratulate (d) (v)	يهنئ - يقدم التهنئة
delay (n)	تأجيل	improve (d) (v)	يُحسن / يطور

Conjugation of Irregular Verbs تصريف الأفعال غير المنتظمة

Present المضارع	Past الماضي	P.P. التصريف الثالث
give يعطي	gave	given
teach يعلم	taught	taught
lose يفقد - يخسر	lost	lost
know يعرف	knew	known

Study these definitions ادرس هذه التعريفات

notice	to see or become aware of something	يلاحظ - يدرك
confused	feeling unsure or puzzled	متحير - مرتبك
instantly	without any delay	على الفور - حالاً
connection	a link between people, things or ideas	اتصال - صلة
customize	to change something to make it the way you want	يخصص - يُعدل

Vocabulary Study

Synonyms and Antonyms مترادفات ومتضادات

Word الكلمة	Synonym المرادف	Antonym / Opposite المضاد
surprising مفاجئ - مدهش	amazing – wonderful	normal / common عادي / شائع
confused مرتبك / مشوش الذهن	puzzled / distracted / mixed up	clear / organized واضح / منظم
instantly تواً / فوراً	immediately – directly	slowly / gradually بطيء / بالتدريج
shiny لامع / مشرق	bright	dim / dark مظلم / معتم
customize يعدل / يخصص	personalize / modify	generalize يوحد / يعمم
notice يلاحظ	observe / see	ignore / neglect يهمل - يتجاهل
connection ارتباط	link	disconnection انفصال
replace يستبدل / يحل محل	substitute / exchange / swap	keep يبقى / يظل
aware واعٍ / مدرك	wise / knowledgeable	unaware / ignorant غير واعٍ / جاهل
real حقيقي	true / original	fake / unreal مزيف / غير حقيقي

▶ **Prefixes & Suffixes** مقاطع بادئة وناهية

Prefix / Suffix بادئة / ناهية	Function الوظيفة	Examples أمثلة
–ing	تحول الفعل لصفة	surprising مدهش / مفاجئ
–ed	تحول الفعل لصفة	confused مرتبك / مشوش
–ly	تحول الصفة لظرف	instantly فورًا - حالًا
un–	تكون عكس الصفة	unimportant غير مهم
–ize	تحول الاسم لفعل	customize يعدل / يخصص

Exercise on Vocabulary Study

Choose the correct answer from a, b, c or d :

1. The robot teacher's appearance was surprising. A synonym for "surprising" is "............".
   a. normal b. expected c. amazing d. boring
2. The students were confused at first. The antonym of "confused" is "............".
   a. puzzled b. mixed-up c. organized d. worried
3. The robot checked homework instantly. The opposite of "instantly" is "............".
   a. immediately b. gradually c. quickly d. soon
4. The lessons will be customized for each student. The word "customized" means "............" .
   a. generalized b. personalized c. simplified d. clarified
5. Technology cannot replace a human teacher. The synonym of "replace" is "............" .
   a. substitute b. change c. keep d. remove
6. The human connection was missing. The word "connection" is similar to "............" .
   a. link b. distance c. problem d. lesson
7. The adjective "confused" is formed by adding the suffix "............" to the verb "confuse".
   a. –ed b. –ing c. –ly d. –al
8. To form the adverb from the adjective "instant", we add the suffix "............".
   a. –y b. –ly c. –al d. –tion
9. We get the verb from the noun "custom" by adding the suffix "............" .
   a. –sion b. –ize c. –ment d. –ly
10. The word "dark" is the antonym of the word "............".
   a. dim b. instant c. aware d. shiny

General Notes on Reading & Listening

1 by

تستخدم فى الجملة بعدة معانى

* by + (place) = near — بالقرب من - بجانب
  - We have a big market **by** our house.
* by — بواسطة - من قبل
  - The problem will be solved **by** the mechanic.
* by + (time) — قبل - بحلول
  - You will be taught so much **by** Friday.
* by+ وسائل المواصلات — باستخدام
  - They went to the science museum **by** car.

2 miss - mess - lose

* miss (v) — يفتقد شخص
  - Sara **missed** her real teacher.
* mess (n) — فوضى
  - Sama was upset. Her room was a **mess**.
* lose (v) — يفقد شىء
  - Reham **lost** her keys.

Important Expressions & Prepositions

تعبيرات وحروف جر هامة

Prepositions حروف الجر

walk into	يدخل إلى	in a special way	بشكل مميز
at the front of	فى مقدمة	at the end of	فى نهاية
each of	كل من	wait long for	ينتظر وقت طويل من أجل
aware of	واعٍ / مدرك لـ	just for you	لأجلك فقط

Main points on Reading & Listening Texts

on Lesson 3 SB page 46

1. One morning, Sara found a robot teacher in her classroom.
2. The robot teacher said it would be their AI teacher this week.
3. The students were **confused**[1] at first.
4. The robot teacher made lessons **customized**[2] for each student.
5. It knew what each student needed.
6. Homework was checked **instantly**[3] with fast **feedback**[4] by the robot teacher.
7. Sara missed her real teacher after a few days.
8. The robot didn't smile or notice students' feelings.
9. When the human teacher returned, students had improved.
10. Students learned that technology can help, but it can't **replace**[5] a real teacher's care and connection.

(1) متحير / مرتبك	(2) مخصص	(3) على الفور
(4) تعليق	(5) يستبدل / يحل محل	

تنويه : الجمل السابقة تساعدك على التعامل أو كتابة فقرات إنشائية أخرى:

* Robot teachers in the future
* The difference between real and robot teacher

II Skills

Reading and Listening

Pop Quiz
تدرب على ٩ من قطع الفهم ونصوص الاستماع

Reading

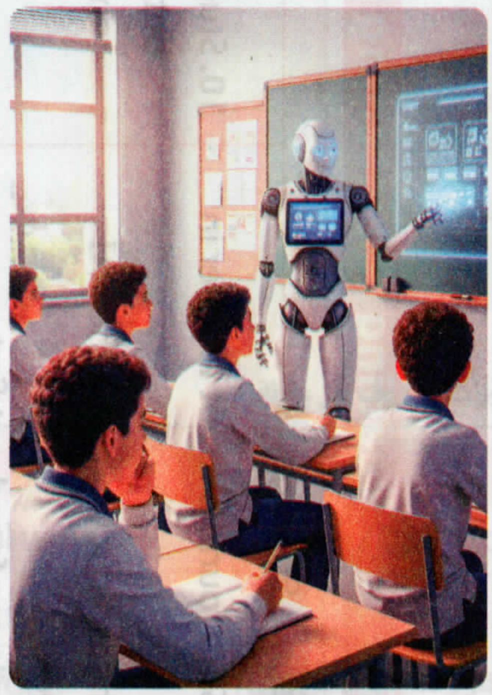
• on Lesson 3 SB page 46

One rainy morning, Sara walked into her classroorn and saw something **surprising**[1]. Her teacher wasn't there. Instead, a **shiny**[2] robot stood at the front of the room.

"Good morning, students," it said. "I am a robot teacher. I will be your AI teacher this week."

The students were **confused**[3]. The robot teacher explained, "I will help each of you learn in a special way. At the end of the week, your lessons will be **customized**[4] just for you."

The robot teacher knew what each student needed. It gave Sara extra grammar practice. Nader was given fun math games. All homework was checked **instantly**[5], and no one had to wait long for **feedback**[6].



"You will be taught so much by Friday," the robot teacher said.

But after a few days, Sara missed her real teacher.

The robot teacher was helpful, but it didn't smile or **notice**[7] when students felt tired or sad.

By the time their human teacher returned, everyone had improved. But they had also learned something important: technology can help, but it cannot replace the care and **connection**[8] of a real teacher.

In the future, AI will be used in many classrooms- but it will not replace real teachers completely.

Answer the following questions.

- Determining the main idea of a text

حدد الفكرة الرئيسية

Learn 1. What is the main idea of the text ?

– Robots are helpful but they can't replace humans.

Practice 2. What lesson do we learn from the text ?

....

(1) مدهش - مفاجئ (2) لامع - مضيء (3) متحير (4) مخصص (5) على الفور (6) تعليق - تقييم (7) يلاحظ - يدرك (8) تواصل

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

Key vocabulary

1. The students were .... when they saw a robot instead of their teacher. They felt puzzled.
   a. shiny b. ill c. confused d. dangerous
2. The robot teacher promised that the lessons would be .... for each student.
   a. customized b. confused c. difficult d. boring
3. All homework was checked ...., so there was no waiting.
   a. slowly b. later c. instantly d. yearly
4. The robot was helpful, but Sara missed the care and .... of her real teacher.
   a. technology b. anger c. connection d. cruelty

SB Exercises

5. SB The robot teacher didn't .... when students were sad or tired.
   a. notice b. help c. smile d. teach
6. SB Sara walked into her classroom and saw something .... : a shiny robot.
   a. normal b. boring c. surprising d. ordinary
7. SB By the time the human teacher returned, everyone's skills had ....
   a. worsened b. improved c. disappeared d. confused
8. SB The word instantly means without any ....
   a. delay b. replay c. reply d. identify

Definitions

9. The link between people, things or ideas is called ....
   a. surprise b. connection c. robot d. lesson
10. When you are feeling unsure or mixed up, then you are ....
    a. clear b. happy c. confused d. sure
11. To .... means to change something to make it the way you want.
    a. ignore b. notice c. customize d. forget

El-Moasser Exercises

12. Ahmed took Omar's place in the company. This means that Ahmed .... him.
   a. supported   b. replaced   c. connected   d. helped

13. "............" and "instantly" have the same meaning.
   a. Immediately   b. Finally   c. Slowly   d. Later

14. A connection is a .... between people or things.
   a. link   b. gap   c. wall   d. problem

▶ **Language Notes, Expressions & Prepositions**

15. Hassan didn't catch the bus. He .... it as he got up late.
   a. passed   b. missed   c. lost   d. posted

16. I felt happy .... the end of the film. It was a nice day.
   a. on   b. at   c. next to   d. of



General Exercises

On Lesson 3

التقييمات اليومية
والأسبوعية والشهرية
فى نهاية الكتاب

1 Finish the following dialogue:

Adel is asking Haidi about robot teachers.

Adel : Robots are useful and helpful.

Haidi : You are right. (1) ....

Adel : I see! They changed our life. (2) ....?

Haidi : Yes, they can teach students.

Adel : (3) ....?

Haidi : No, they don't notice emotions or feelings.

Adel : Can they replace real teachers ?

Haidi : (4) .... Real teachers can smile and notice when students are tired or sad.

Adel : (5) .... This is my opinion, too.

2 Read and complete the text with words from the following list:

connection - feedback - customized - will be - notice - are

Teachers of the future will use technology to help them. Lessons (1) .... customized for every student. After an exercise, the computer will give instant (2) .... However, a computer cannot (3) .... if a student is feeling sad. The human (4) .... between a teacher and a student will always be important.

3 Read the following text, then answer the questions :

In Sara's classroom, they have a new teaching assistant. It is not a person, but a friendly-looking robot named Rocky. Rocky is very helpful. It can instantly check math homework and give students feedback on their mistakes. If a student is having difficulty, Rocky can create customized exercises to help them. The students were very surprised at first, but they soon found the robot very useful.

However, after a week, Sara noticed something, Rocky was great with facts and numbers, but it couldn't understand feelings. One day, Sara's friend was sad because

she had lost her favorite pen. Rocky just said, "A pen is an object used for writing." It didn't offer any comfort. Sara realized that while the robot was a helpful tool, **it** couldn't replace the care and connection of her real teacher, Mrs. Nadia, who always smiled and knew when someone needed help. Technology is great, but human kindness is special.

A. Choose the correct answer from a, b, c or d.

1. What is the main idea of this story?
   a. Robots cannot replace real teachers.
   b. The best way to check math homework.
   c. Why students should not lose their pens.
   d. A description of a future classroom.
2. Rocky could ....
   a. tell jokes
   b. smile at the students
   c. check math homework
   d. understand when a student was sad

B. Answer the following questions.

3. Why was Rocky helpful for the students ?
   ....
4. In your opinion, why is a human teacher like Mrs Nadia still important ?
   ....
5. What did Sara's friend lose?
   ....
6. What does the underlined pronoun " **it**" refer to?
   ....

4 Choose the correct answer from a, b, c or d:

1. The suffix "-ize" turns the word "custom" into a/an ....
   a. verb
   b. adjective
   c. noun
   d. adverb
2. If something happens "instantly", it happens ....
   a. slowly
   b. without any delay
   c. later
   d. tomorrow
3. A "connection" is a .... between people, things, or ideas.
   a. problem
   b. link
   c. question
   d. replacement

4. If you "notice" something, you see or .... it.

a. forget   b. ignore   c. become aware of   d. dislike

5. If you are "confused", you are not ....

a. puzzled   b. organized

c. mixed up   d. distracted

6. The robot could not .... a real teacher because it lacked human feelings.

a. replace   b. customize   c. notice   d. confuse

5 Complete the sentences with the correct form of the word(s) in brackets:

1. The students .... **(teach)** by a robot next week.
2. The homework .... **(check)** instantly by the AI in the near future.
3. Extra grammar practice .... **(will give)** to Sara tomorrow.
4. The lessons .... **(will customize)** for you next time.
5. Our classroom .... **(not clean)** by a robot tomorrow.

6 Write a paragraph of about One Hundred and Ten (110) words on:

مجاب عنه في نهاية الكتاب

"A robot teacher"

....

....

....

....

....

....

....

....

....

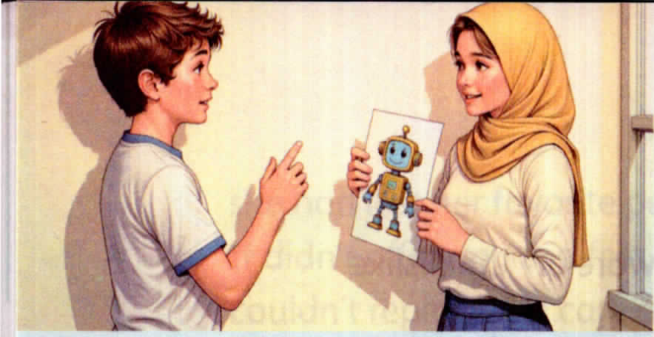
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SB Pages 50 : 52

Lessons **5 & 6**
- Let's Talk
- Smart Robots

I Vocabulary

Key Vocabulary

innovation (n)	إبتكار - تجديد	powerful (adj)	قوى
creativity (n)	إبداع	drone (n)	طائرة بدون طيار
control (led) (v)	يتحكم	medicines (n)	أدوية
advanced (v)	متطور	carefully (adv)	بحذر
emotions	المشاعر		

Pop Quiz تدريب تلقائى يهدف لإتقان المفردات اللغوية

- **Complete the following sentences using the words in the box :**

creativity - innovation - powerful - instant - control

1. They can .... the robot using apps on their smartphones.
2. Planes have .... engines to fly this long distance.
3. We live in the age of technological ....
4. Writing stories is a fun way to practice ....

Lesson 5 ▶ SB pages 50 & 51

recognize (d)(v)	يدرك - يفهم	even though (adv)	على الرغم من
definitely (adv)	بالتأكيد	maybe (adv)	ربما
chance (n)	فرصة	safe (adj)	آمن

Lesson 6 ▶ SB page 52

discover (d) (v)	يكتشف	worried (adj)	قلق
protect (ed) (v)	يحمى	humans (n)	البشر
special (adj)	خاص / مميز	deliveries (n)	عمليات التوصيل
involve (d) (v)	يتضمن / يشمل	facts (n)	حقائق
mistakes (n)	أخطاء	safely (adv)	بأمان
rules (n)	قواعد	programs (n)	برامج
assist(ed)(v)	يساعد		

Conjugation of Irregular Verbs

تصريف الأفعال غير المنتظمة

Present المضارع	Past الماضى	P.P. التصريف الثالث
forget ينسى	forgot	forgotten
teach يتعلم	taught	taught

Synonyms & Antonyms

▸ Synonyms and Antonyms

مترادفات ومتضادات

Word الكلمة	Synonym المرادف	Antonym / Opposite المضاد
exciting رائع / مثير	wonderful / interesting /great	boring ممل
understand يفهم	recognize / see / realize	misunderstand يسئ الفهم
definitely بالتأكيد / بلا شك	certainly / surely / absolutely	probably / possibly من المحتمل
powerful قوى / ذو نفوذ	strong / effective	powerless/ weak ضعيف/غير مؤثر
clear واضح	plain / obvious / apparent	unclear / hidden غير واضح / مخفى

▸ Prefixes & Suffixes

مقاطع بادئة وناهية

Prefix / Suffix	Function الوظيفة	Examples أمثلة
-ion	تحول الفعل لاسم	emotions عواطف / مشاعر innovation ابتكار/ الابداع
-ing	تحول الفعل لاسم	feeling شعور
-ity	تحول الفعل لاسم	creativity ابداع
-ive	تحول الفعل لصفة	descriptive وصفى
-ful	تحول الاسم لصفة	powerful قوى

Exercise on Vocabulary Study

Choose the correct answer from a, b, c or d :

1. The future with AI sounds "exciting". The synonym of "exciting" is "............".
   a. boring b. ordinary c. interesting d. terrible
2. The antonym of "powerful" is "............".
   a. small b. strong c. weak d. giant

3. The opposite of "clear" is "............".

a. open b. hidden c. weak d. fast

4. We add the suffix "-ity" to the adjective "creative" to turn it into a/an "............".

a. noun b. adjective c. adverb d. verb

5. To get the adjective from the word "power", we add the suffix "............".

a. -y b. -ful c. -ly d. -al

General Notes on Reading & Listening

* **even - even though**

* **even** حتى - كذلك

- AI will be used in schools, hospitals, and **even** at home.

* **even though = although** على الرغم من (تفيد التناقض)

- **Even though** AI is powerful, it will be controlled by humans.

Important Expressions & Prepositions تعبيرات وحروف جر هامة

Expressions التعبيرات			
keep ... safe	يبقي ... بأمان	for sure	بالتأكيد
go further	يذهب بعيدًا	That's so excited	إنه رائع جدًا
sound amazing	يبدو رائعًا	make life easier	يجعل الحياة أسهل
do job	يؤدي وظيفة	ease of communication	سهولة التواصل
grow closer	يقترب أكثر	take turns	يتبادل الأدوار
Prepositions حروف الجر			
hear about	يسمع عن	according to	طبقًا لـ
focus on	يركز على	controlled by	متحكم بها من قِبل ...

Main Points on Reading & Listening Texts

On Lesson 5 SB page 50

1. Eman and Ali are talking about AI.
2. Ali thinks robots with AI will do many new things in the future.
3. He thinks robots will be **customized**[1] to help people in different ways.
4. Ali thinks AI will be improved to **recognize**[2] emotions in the future.
5. Eman believes that many jobs will be changed by AI.
6. Eman hopes people use AI carefully and remember its **limits**[3].
7. Ali says **even though**[4] AI is powerful, it will be controlled by humans.
8. Eman and Ali are both **excited about**[5] the future of AI.

(1) يخصص	(2) يتعرف على	(3) حدود
(4) على الرغم من	(5) متحمس بشأن	

تنويه : الجمل السابقة تساعدك على التعامل أو كتابة فقرات إنشائية أخرى:

* Benefits of smart robots in the future
* AI and the new jobs in the future

II Skills

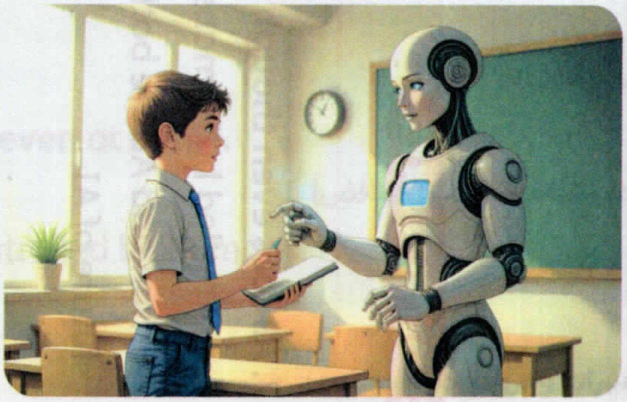
1. Reading and Listening

للمزيد من إتقان المهارات اللغوية
كراسة المعاصر للمهارات اللغوية

Reading

on Lesson 5 SB page 50

Talking About AI



Eman : Hi Ali, have you heard about how AI is becoming really **advanced**(1) these days?

Ali : Yes! I think robots with AI will be able to do many new things in the future. They will be **customized**(2) to help people in different ways.

Eman : That's so exciting! But do you think AI will ever understand **emotions**(3) like humans do?

Ali : Hmm, I'm not sure. I heard that AI has **limits**(4), and understanding feelings is one of them. But maybe in the future, AI will be improved to **recognize**(5) emotions better.

Eman : Wow, the future sounds amazing. With all this **innovation**(6), I believe many jobs will be changed by AI.

Ali : True. AI will be used in schools, hospitals, and even at home to make life easier.

Eman : I hope people will always remember to use AI carefully and not to forget its limits.

Ali : **Definitely**(7)! Even though AI is **powerful**(8), it will be controlled by humans to keep everyone safe.

Eman : I can't wait to see what kind of robots will be created next!

Ali : Me too! The future with AI will be interesting for sure.

(1) متطور	(2) مخصص - مجهز خصيصًا	(3) مشاعر	(4) حدود - قيود
(5) يدرك - يفهم	(6) ابتكار - إبداع	(7) بالتأكيد	(8) قوى

on Lesson 5 SB Page 51

AI and the Future

Student A : Have you thought about how AI will change our lives in the future?

Student B : Yes! I think smart robots will be customized to help in homes and schools.

Student A : That's cool! AI will be more advanced soon and do many jobs.

Student B : Do you think AI will learn to understand feelings like people?

Student A : I don't know. AI still has some limits, but because of new ideas, it will improve a lot.

Student B : Yes. Also, AI will be controlled by people to keep us safe and helpful.

Student A : I think people and technology will grow closer with AI.

Student B : Me too! AI will create many new chances for everyone.

on Lesson 6 SB page 52

Smart Robots

To :	Sandy
From :	Nader
Subject :	The Future use of AI

Hi Sandy,

How are you ?

I'm pleased to write this email to you. I've discovered some interesting facts about the use of Artificial Intelligence (AI) in the future. In the future, many things will be done by AI: Cars will be driven by computers. Deliveries will be made by drones. New medicines will be discovered by AI, and information will be protected by special programs. Some people are worried. As they think mistakes will be made if humans are not involved. Rules will be created, so AI is used safely.

I think AI will be used to help us, but it must be controlled by humans' creativity. What do you think?

Best wishes,

Yours,

Nader

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

Key vocabulary

1. With ...., many jobs will be changed by AI in the future.
   a. history b. problems c. innovation d. limits
2. I hope people will use AI .... and not forget its limits.
   a. carelessly b. carefully c. quickly d. slowly
3. Humans .... robots to make sure they do tasks correctly.
   a. behave b. feed c. control d. save
4. Sadness and happiness are examples of ....
   a. tasks b. limits c. emotions d. robots

SB Exercises

5. SB Even though AI is powerful, it will be .... by humans.
   a. destroyed b. limited c. replayed d. controlled
6. SB Eman believes that the future sounds .... and wonderful with all the new technology.
   a. scary b. boring c. amazing d. difficult
7. SB Smart robots will be used to .... in homes and schools.
   a. walk b. fly c. help d. cut

El-Moasser Exercises

8. Always wear your seatbelt to stay .... in your car.
   a. dangerous b. safe c. bored d. slow
9. If something is "customized", it is specially .... for someone.
   a. bought b. sold c. made d. found
10. He lost his .... to check his answers because time ran out.
    a. gift b. fact c. chance d. mistake
11. .... can turn simple ideas into great inventions.
    a. Laziness b. Creativity c. Weakness d. Fear
12. The school trip will .... visiting the museum and having a picnic.
    a. join b. involve c. add d. take

Language Notes, Expressions & Prepositions

13. .... Omar is strong, he can't carry this box.

a. But b. Even though c. Because d. So

14. Everyone in the team .... an important job.

a. do b. make c. give d. talk

15. I heard .... the new restaurant in our city. It's great.

a. on b. of c. about d. to

16. The Egyptian policemen .... us safe, so we always respect them.

a. give b. keep c. help d. take

2. Speaking

مهارة التحدث

Conversations Tip.

نصيحة للقيام بحوار ناجح.

Ask open-ended questions to keep the conversation going.

قم باستخدام أسئلة مفتوحة لتحافظ على استمرار الحوار

Instead of just "yes" or "no" answers, try questions that begin with how, why, or what.

بدلا من استخدام ردود قصيرة مثل (نعم / لا) ، حاول استخدام أسئلة تبدأ باداة استفهام مثل كيف ، لماذا أو ماذا .

Examples:

ex: "How do you think AI will help us in the future?"

"Why is it important to understand emotions?"

These questions help people share more ideas and make conversations more interesting.

استخدامك تلك الاسئلة يساعد الاشخاص في مشاركة المزيد من الأفكار و جعل المحادثة شيقة أكثر .

Real Talk Tip.

نصيحة لاجراء حديث حقيقى.

1. Fluency: الطلاقة

Focus on flow and ease of communication.

ركز على التدفق وسهولة التواصل.

2. Accuracy: الدقة

Focus on using correct grammar, vocabulary and sentence structure.

ركز على استخدام القواعد اللغوية الصحيحة والمفردات وتركيب الجمل.

للمزيد من إتقان المهارات اللغوية
كراسة المعاصر للمهارات اللغوية

3. Writing
مهارة الكتابة

A. How to write an email :
كيفية كتابة رسالة بريد إلكترونى :

Learn

- رسالة البريد الإلكترونى (email) هى الصيغة العصرية للخطاب التقليدى (letter).
- يُستخدم البريد الإلكترونى (email) فى المراسلات بين الأقارب والأصدقاء.
- يتم كتابة عنوان المُرسَل إليه فى سطر المُرسَل إليه (To ....)
- يتم كتابة عنوان موضوع رسالة البريد الإلكترونى فى سطر الموضوع (Subject ....) أو (About ....).
- فى بداية موضوع الرسالة، يتم كتابة اسم المُرسَل إليه بعد كلمة (Dear/ Hello/Hi) مثل:

Dear Sama, | Hello Fatma, | Hi Youssef,

- يبدأ البريد الإلكترونى بأحد تعبيرات التحية مثل:

How are you? كيف حالك؟ | I hope you are OK! أتمنى أن تكون على ما يرام!

I am very happy (pleased) to send you this email! أنا سعيد جدًا لإرسال هذا البريد الإلكترونى لك!

- قبل توقيع المُرسِل فى نهاية الرسالة تُستخدم بعض تعبيرات التحية الختامية مثل:

Yours, | All the best, | Lots of love, | Best wishes

Write back soon! | Talk to you later!

To :	عنوان البريد الإلكترونى للمرسل إليه
From :	عنوان البريد الإلكترونى للراسل
Subject :	موضوع الرسالة

Hi / Hello + اسم المرسل إليه , → Greeting and name :

Introduction المقدمة

main part الجزء الرئيسى

Write back soon! → closing sentence جملة ختامية

Lots of love,

Adam → signature التوقيع

▸An Example of an email :

New Message

To : ali@gmail.com

cc : bcc :

From : anas@gmail.com

Subject : Robots and using AI

Dear Ali,

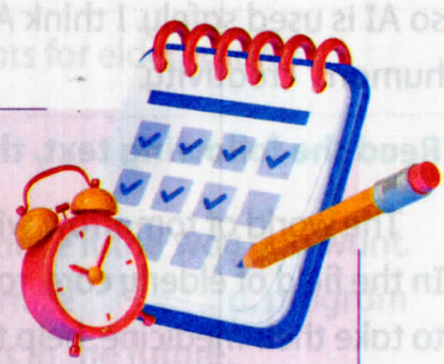
I'm pleased to write this email to you. How are you ? In the future, we will use AI in all fields of our life. Robots will be used in schools and homes. They will check homework instantly and be programmed to understand human emotions. Their voices will sound clear and calm their screens will shine with bright colors. They will do housework, moving smoothly and quickly. Technology will improve life and make it easier and more enjoyable. Life will be changed by AI and robots, but humans will still control them

Lots of love.

Yours,

Anas

Send Now



General Exercises

On Lessons 5 & 6

التقييمات اليومية والأسبوعية والشهرية فى نهاية الكتاب

1 Finish the following dialogue :

Sama and Menna are talking about what the world will be like in the future.

Sama : Hello, Menna. What are you doing ?

Menna: I'm watching a film made by AI.

Sama : Really ? (1) .... ?

Menna: No. Actors and voices aren't real.

Sama : How fantastic! (2) .... ?

Menna: Yes, AI will change our world.

Sama : How the world will be in the future ?

Menna: (3) ....

Sama : That's right. Easy and comfortable. What else ?

Menna: (4) ....

Sama : I agree too. The elderly will have more care by robots and AI.

2 Read and complete the text with the words in the box :

drive - will be - worried – driven – drones – will

In the future, many things will be done by AI: Cars will be (1) .... by computers. Deliveries will be made by (2) .... New medicines will be discovered by AI, and information (3) .... protected by special programs. Some people are (4) .... As they think mistakes will be made if humans are not involved. Rules will be created, so AI is used safely. I think AI will be used to help us, but it must be controlled by humans' creativity.

3 Read the following text, then answer the questions :

The world of tomorrow will be full of smart robots designed to help us in many areas. In the field of elderly care, robots will be a great help. They can remind elderly people to take their medicine, help them move around the house, and even make friends with them. In hospitals, <u>complex</u> surgeries will be performed by robotic arms controlled by

human surgeons, making operations safer and more accurate. These robots will also help in cleaning rooms instantly, reducing the spread of germs.

While this technological progress is exciting, we must also consider the role of humans. Many jobs will be done by machines, but this doesn't mean humans will become useless. Instead, human creativity and emotional intelligence will be needed more than ever. New jobs will be created, such as designing and programming these robots. The future is not about robots replacing humans, but about humans and technology working together to build a better world.

a. Choose the correct answer from a , b , c or d :

1. The best title of the passage is "..........".
   a. The dangers of smart robots.
   b. How to become a robot designer.
   c. The future role of robots in assisting humans.
   d. The end of all human jobs.
2. Robots will help in hospitals by ....
   a. talking to the patients' families
   b. doing complex surgeries and cleaning rooms
   c. building new hospitals
   d. creating new medicines
3. The opposite of the underlined word "**complex**" is "..........".
   a. simple b. difficult c. hard d. neat

b. Answer the following questions :

4. According to the text, how will robots help the elderly?
   ....
5. Summarize the second paragraph in one sentence.
   ....
6. What is one possible negative side of using robots for elderly care?
   ....

4 Choose the correct answer from a, b, c or d:

1. To .... means to change something to make it the way you want.
   a. check b. care c. customize d. program
2. Complex .... will be performed by robots in the future.
   a. programs b. surgeries c. humans d. technologies

3. Human .... allows us to create art, music, and new ideas.
   a. technology b. creativity c. program d. robot
4. To turn the word "power" into an adjective, we add the suffix "....................".
   a. -ful b. -ity c. -able d. -ive
5. The .... is a kind of flying robot.
   a. bike b. metro c. drone d. monorail
6. The opposite of definitely is "....................".
   a. certainly b. absolutely c. possibly d. surely

5 Complete the sentences with the correct form of the word(s) in brackets :

1. Do you think AI .... **(will design)** to understand feelings like people?
2. The city's traffic .... **(control)** by a new AI system next year.
3. I believe that many new chances .... **(create)** for everyone.
4. Our homes .... **(clean)** by smart robots soon.
5. This heavy box .... **(lift)** by that small robot.

6 Write an email of about One Hundred and Ten (110) words on "The benefits of smart robots in the future" your email address is fady30@gmail.com. Your friend's email address is hany90@gmail.com.

مجاب عنه في نهاية الكتاب

To :	
From :	
Subject :	

....................,

....

....

....

....

....

Review on unit 3

Vocabulary

Lessons 1 & 2

Artificial Intelligence	الذكاء الاصطناعى
robot	انسان آلى
advanced	متطور - متقدم
task	مهمة - وظيفة
behavior	سلوك
limits	حدود - حواجز
emotion	شعور
innovation	ابداع - ابتكار
compose	يؤلف
creative	مبدع - مبتكر

Lesson 3

confused	مرتبك / مشوش
shiny	لامع - مضىء
feedback	نتيجة
instantly	على الفور
customized	مخصص

Lessons 5 & 6

recognize	يدرك - يفهم
create	يصنع - ينشئ
powerful	قوى
creativity	إبداع

Language

The Future Simple زمن المستقبل البسيط

Active صيغة المبنى للمعلوم

Subject فاعل + will / won't + inf. مصدر الفعل

ex. - My grandpa will build a machine.

- They won't need a driver for the driverless car.

Passive صيغة المبني للمجهول

Object مفعول+ will be + p.p. التصريف الثالث

ex. - The machine will be built by my grandpa.

- A driver won't be needed for the driverless car.

Speaking

- Asking and answering questions about AI Technology

توجيه أسئلة وإجاباتها عن تكنولوجيا الذكاء الاصطناعي.

A: What do you know about artificial intelligence?

B: It's technology that helps computers and machines do tasks.

A: How does AI help in education?

B: It helps students learn new languages and solve difficult math problems.

A: Do you think AI will become smarter than humans oneday?

B. No. I don't think AI can be smarter than humans.

1 Reading Comprehension

Giving details

تختبر أسئلة قطعة الفهم مهارة [معرفة التفاصيل الدقيقة في النص].

اقرأ وقم بالإجابة.

Read the following text, then answer the questions :

Many people think robots and Artificial Intelligence (AI) are the same, but they are different. A robot is a machine that can move and do tasks. Some robots are very simple, like a machine in a factory that puts bottles in a box. Other robots are more advanced, like robot dogs that can walk, run, and even play with people.

AI is the "brain" that can go inside a robot. AI allows the robot to make decisions, learn from actions, and change its behavior. For example, a robot vacuum cleaner with AI can learn the shape of your room and clean it better each time. Without AI, the robot can only follow basic orders.

• What makes robots change their behavior?

....

التحدي عندما اقرأ الفقرة الإنشائية لا أستطيع الإجابة عن الأسئلة التي تطلب تفاصيل دقيقة بها.

مفتاح الحل عند قراءة الفقرة يفضل أن تتوقف بعد كل فقرة لتراجع ما قد فهمته عن تلك الفقرة حتى تستطيع فهم كل التفاصيل في فقرات النص.

2 Speaking

Artificial Intelligence

يختبر سؤال المحادثة [dialogue] معرفتك لقدر كاف من [Language Functions] والتى غالبًا ما تكون على شكل أسئلة والرد عليها.

اقرأ وقم بالإجابة.

Finish the following dialogue :

Laila and Karim are talking about Artificial Intelligence (AI) in class.

Karim : We are learning about AI this week.

Laila : (1) .... ?

Karim : It means machines can think and learn like people.

Laila : (2) .... Do you use AI apps?

Karim : (3) ....

Laila : (4) .... ?

Karim : I use AI apps to learn English.

Laila : Learn English! Is AI a real teacher?

Karim : (5) .... but it can teach you math, science and languages.

Laila : Incredible! AI makes learning fun.

التحدى تريد السؤال عن [الذكاء الاصطناعي] وتجد صعوبة فى تكوين أسئلة والرد عليها.

مفتاح الحل يجب عليك معرفة قدر كاف من الأسئلة والردود التى قد تحدث بينك وبين زميلك.

General Exercises on unit 3

التقييمات اليومية
والأسبوعية والشهرية
فى نهاية الكتاب

1 Finish the following dialogue :

Wafaa is going to buy a new laptop at the electronics shop.

Basem : Hi, Wafaa. Where are you going?

Wafaa : Hi, Basem. (1) ....

Basem : What are you going to buy?

Wafaa : (2) ....

Basem : A laptop! (3) .... ?

Wafaa : To help me do my daily homework online.

Basem : (4) .... ?

Wafaa : Yes, I use the internet.

Basem : (5) ....

Wafaa : Thanks for your advice. I will use it wisely.

2 Read and complete the text with the words in the box :

feedback - will be - advanced - emotions - confused - will

Education is changing with the help of technology. Soon, lessons (1) .... customized for every student. This is possible with (2) .... AI programs that understand each student's level. After each exercise, students will get instant (3) .... to help them learn from their mistakes. Although AI is helpful, it cannot understand a student's (4) .... when they feel stressed.

3 Read the following text, then answer the questions :

Many people confuse robots with Artificial Intelligence (AI), but they are not the same. A robot is a machine built to do **specific** tasks. Some are simple, like a factory arm that puts bottles in a box. Others are more advanced, like robots that can help in hospitals by bringing medicine to patients. AI, however, is the "brain" behind the machine. It gives a robot the ability to learn and make decisions. For example, a robot vacuum cleaner with AI can learn the shape of a room and clean it better each time.

Despite these advances, AI has limits. AI systems cannot understand human emotions like happiness or sadness. They often need humans to program them and help when something goes wrong. Making these smart robots is also very expensive.

As technology improves, we will see more robots in our daily lives, but it is important to remember that not all robots use AI, and AI is not a replacement for human feeling and connection.

a. Choose the correct answer from a , b , c or d :

1. The main idea of this text is "..........................." .
   a. All robots are very expensive
   b. AI and robots are the same thing
   c. The difference between AI and robots
   d. Robots are only used in hospitals and factories
2. The underlined word "**specific**" can be replaced by " ....".
   a. certain　b. possible　c. famous　d. perfect
3. AI gives a robot the ability to ....
   a. sleep well　b. relax　c. dream　d. make decisions

b. Answer the following questions :

4. According to the text, what is the difference between a robot and AI?
   ....
5. Summarize the second paragraph in one sentence.
   ....
6. What do you predict will be big challenge for AI the future?
   ....

4 Choose the correct answer from a, b, c or d:

1. An "advanced" machine is one that is very ....
   a. simple　b. modern　c. cheap　d. basic
2. The word "behavior" refers to the way someone or something ....
   a. looks　b. stops　c. costs　d. acts
3. The word "emotion" is a feeling like .... or sadness.
   a. a task　b. a limit　c. happiness　d. a robot
4. The word "innovation" can be turned into a/an .... by adding the suffix "-ive".
   a. verb　b. adjective　c. noun　d. adverb
5. A "limit" is the point where something .... or cannot go further.
   a. begins　b. improves　c. stops　d. learns
6. The opposite of "complex" is " ....".
   a. advanced　b. expensive　c. simple　d. smart

5 Complete the sentences with the correct form of the word(s) in brackets :

1. The email .... **(send)** next week.
2. They .... **(will be finished)** the report next week.
3. Driverless cars .... **(use)** in many cities soon.
4. The homework .... **(not/correct)** by the robot next week.
5. The engineer said the new bridge .... **(build)** next year.

6 Rewrite the following sentences using the words in brackets :

1. Our teacher will check the answers. **(be)**

....

2. They will use robots in the future. **(Robots)**

....

3. Basant won't sell the car. **(be sold)**

....

7 The story

A. Choose the correct answer from a, b, c or d.

1. Some members wanted to ...., but Zeina encouraged them to go on.
   a. quit b. compose c. create d. innovate
2. Zeina told Amal she understood that she was ....
   a. happy b. excited c. frustrated d. strong

B. Answer the following questions.

1. What was the first thing the project needed ?
2. How long did it rain for?

8 Write an email of One Hundred and Ten (110) words about "The benefits of AI in the future" Your email address is hassan70@gmail.com. Your friend's email address is ayman30@gmail.com.

مجاب عنه في نهاية الكتاب

To :

From :

Subject :

....,

....

....

....

....

Review 1



Vocabulary

Lesson 1 ▶ SB pages 55 & 56

personal development	التطوير الذاتي	present	يقدم - يعرض
research	يبحث	struggling	مكافح
innovative	ابداعي - مبتكر	improvement	تطوير - تحسن
fair	معرض	management	إدارة
require	يتطلب	successful	ناجح
determination	عزيمة	challenge	تحدى
experience	خبرة - تجربة	talent	موهبة
teen	مراهق	strength	قوة
customized	مخصص	misunderstand	يسيء فهم
trusted	جدير بالثقة	support	يدعم - يساند / دعم
economy	اقتصاد	results	نتائج

Lesson 2 ▶ SB pages 56 : 58

energy	طاقة	wonders	عجائب
solar power	طاقة شمسية	New Administrative Capital	العاصمة الادارية الجديدة
impressive	مبهر	invest	يستثمر
rapidly	بسرعة	high-speed	عالي السرعة
solar farm	مزرعة طاقة شمسية	electric train	قطار كهربائي
tourism	سياحة	education	التعليم
resort	منتجع	gain	يكتسب
innovation	ابداع - ابتكار	popularity	شهرة
advanced	متطور - متقدم	individual	شخص - فرد
customize	يعدل	personalized	شخصي - مخصص
strengths	نقاط قوة	feedback	تقييم - تعليق
weaknesses	نقاط ضعف	replace	يستبدل
motivated	متحمس	donation	تبرع
confidence	ثقة	trait	خاصية - ميزة
stress	ضغط - توتر		
overcome	يتغلب		
adapt	يتكيف		

Listening

Exercise 1 on Lesson 2 SB page 56

Egypt - Where the past Meets the Future

Egypt is a country where the past meets the future. While it is famous for the pyramids, it is now making new **wonders**(1). It's changing quickly with the help of modern technology.

Impressive(2) new projects are creating a bright future for its people. One example is the New Administrative Capital, a modern city that uses smart technology.

Egypt is also **investing**(3) in solar power to produce clean energy. However, challenges such as over population and pollution remain.

The country is developing **rapidly**(4) with projects like high-speed electric trains and large solar farms.

Tourism(5) plays an important role, as millions visit temples and Red Sea resorts, supporting the **economy**(6).

Young Egyptians are shaping the future through technology and social media businesses, making Egypt a land of both history and **innovation**(7).

(1) عجائب	(2) مبهر	(3) يستثمر	(4) بسرعة
(5) سياحة	(6) اقتصاد	(7) إبداع - ابتكار	

General Exercises

On Review 1

Lesson 1

1 Complete the following dialog.

Sarah and her cousin Ahmed are discussing a school project about artificial intelligence and personal development.

Sarah : Hi Ahmed, how's your science project going?

Ahmed : (1) ....

Sarah : That's great! What exactly are you working on?

Ahmed : (2) ....

Sarah : (3) .... ?

Ahmed : I've been researching how AI can help students learn better.

Sarah : That sounds really good. Do you think people will understand AI easily?

Ahmed : (4) ....

Sarah : (5) .... ?

Ahmed : I hope to present it at the national science fair next month.

2 Match the words with their correct meanings.

A	B
1. determination	☐ made to suit a particular person's needs
2. misunderstood	☐ strong decision to achieve something
3. customized	☐ not correctly interpreted

3 Complete the sentences with the correct form of the word(s) in brackets.

1. The teacher has already .... (**notice**) the improvement in your work.

2. If students .... (**be**) more respectful, classroom management would have been easier.

3. Many teenagers feel .... (**stress**) during exam periods.

4. The school has .... (**initiative**) several programs to support struggling students.

5. Students who show .... (**honest**) are usually trusted more by their teachers.

4 Read and complete the text with words from the following list.

different – confidence – determination – confused – customized

Modern education requires students to develop strong personal (1) .... Many successful learners show great (2) .... when facing challenges. When teachers customize students' learning experience, they achieve better results. However, some students still feel (3) .... about new technologies. Each student has (4) .... talents that should be developed.

Lesson 2

1 Listen to the following text, then answer the questions.

A. Choose the correct answer.

1. What's special about Egypt's new capital?

a. Underground pyramids b. Smart technology
c. Oil fields d. Old castles

2. What energy is Egypt developing?

a. Only oil b. Solar power
c. Nuclear only d. Oil and gas

3. One of the challenges in the text is ....

a. no history b. overpopulation
c. empty cities d. young people

B. Answer the following questions.

4. Why is Egypt investing in solar power?

....

5. How are young Egyptians shaping the future?

....

2 Read the following text, then answer the questions.

In today's rapidly changing world, innovation plays an important role in education. Schools around the world are using advanced technologies to improve learning experiences. Artificial intelligence has gained popularity in classrooms, helping teachers customize lessons for individual students. This technology can identify

students' strengths and weaknesses, providing personalized support.
Many teachers believe that AI tools can support students' confidence and reduce stress. When students receive immediate feedback, they feel more motivated to continue learning. However, some parents worry that technology might replace human connection in education.

A. Choose the correct answer from a, b, c or d.

1. What is the main idea of the passage?

a. Artificial intelligence will replace teachers completely.
b. Technology in education has both benefits and downsides.
c. Students should stop using old learning methods.
d. Parents are happy with all educational changes.

2. According to the passage, what can AI help teachers do?

a. Replace teachers.
b. Customize lessons for individual students.
c. Solve all educational problems.
d. Make students feel stressed.

B. Answer the following questions.

3. How might parents feel about technology in education? Why?

....

4. Summarize how schools are helping students develop strength.

....

5. What do you think will happen to traditional classrooms in the next ten years?

....

3 Rewrite the sentences with the correct verb form.

1. If she had studied harder, she .... **(pass)** the exam.

2. The new library .... **(build)** next year.

3. Many books about artificial intelligence have .... **(write)**.

4 Choose the correct answer from a, b, c or d.

1. She has always been .... about new technology. She always wants to learn more.
a. frustrated b. curious c. disappointed d. confusing

2. If he .... his limits, he wouldn't have got injured.
a. knew b. had known c. knows d. has known

3. The message .... to everyone next week.
a. will send b. will be sent c. has sent d. sent

4. His .... helped him overcome many difficulties.
a. distraction b. strength c. emotion d. donation

5. The .... of this new app is that it can adapt to each user's needs.
a. background b. distraction c. strength d. curiosity

6. If I .... more time, I would have finished the project earlier.
a. have b. had had c. will have d. would have

7. She felt .... when she couldn't understand the advanced mathematics.
a. curious b. confused c. creative d. confident

8. The prefix "dis-" in "disappointed" means ".............".
a. again b. not c. very d. together

9. The students showed great .... when they continued working despite difficulties.
a. honesty b. determination c. curiosity d. courage

5 The Story

A. Answer the following questions.

1. Why is it important to respect all opinions in a team?

....

2. How did Zeina try to get money for the project?

....

B. Choose the correct answer from a, b, c or d.

1. Zeina felt .... when students laughed at her.
a. happy b. tired c. hurt d. ignored

2. The team could build a better watering ....
a. system b. fence c. garden d. tools

Unit

FOUR

Screen Time



SB pages 59 : 69

Learning outcomes :

- **Reading :**
  - Identify main ideas and details in texts about screen time
  - Recognize the benefits and drawbacks of screen time
- **Listening :**
  - Understand main ideas in conversations about managing screen time
  - Identify examples of healthy screen habits in spoken texts
- **Speaking :**
  - Express opinions about screen time and its impact on daily life
  - Share personal strategies for managing screen time effectively
- **Writing :**
  - Write a blog post about your screen time habits and goals
  - Use target vocabulary related to screen time in context
- **Language :**
  - Identify and use modal verbs for obligation, permission, and prohibition
  - Apply connectors accurately in speaking and writing
  - Use present simple and future forms accurately when discussing screen time habits and goals



SB pages 60 : 63

Lessons **1&2**

- Screen Time
- Egypt's Smart Future

I Vocabulary

Key Vocabulary

screen time (n)	وقت استخدام الشاشة	useful (adj)	مُثمر / مفيد
scroll (ed) (v)	يتصفح	expert (n) (adj)	خبير / متخصص
entertainment (n)	ترفيه - تسلية	balance (d),(v) (n)	يوازن / توازن
physical (adj)	بدنى - جسدى	mentally (adv)	عقليًا - ذهنيًا
smart (adj)	ذكى - حكيم	cutting-edge (adj)	متطور - رائد
designer (n)	مصمم	distractions (n)	عوامل التشتت

Pop Quiz تدريب تلقائى يهدف لإتقان المفردات اللغوية

- **Complete the following sentences using the words in the box :**

experts - scroll - physical - distractions - balance - useful

1. You need to .... between study time and gaming time.
2. Some sports need .... strengths; not mental skills.
3. I can't focus in a place full of ....
4. Weather .... expect that climate change will get worse.
5. Stop wasting time and try a .... activity.

Lesson 1 ▸ SB pages 60 & 61

screen (n)	شاشة	skill (n)	مهارة
total (adj)	اجمالى / كامل	use (d) (v), (n)	يستخدم - استخدام
teenager (n)	مراهق	rest (n)	راحة
almost (adv)	تقريبًا - حوالى	health (n)	صحة
physically (adv)	جسديًا / بدنيًا	cause (d)(v)	يسبب
avoid (ed) (v)	يتجنب	focus (ed) (v) (n)	يركز - تركيز
stressed (adj)	مرهق - مُجهد	limit (ed) (v)	يحدد - يقيد
recommend (ed)(v)	يوصى بـ / يُزكى	tired eyes	عيون مرهقة

moreover (conj.)	علاوة على ذلك	headache (n)	صداع
side effects	آثار جانبية	trouble sleeping	مشاكل فى النوم

Lesson 2 ▶ SB pages 62 & 63

citizen (n)	مواطن	focused (adj)	منتبه - مركز
wisely (adv)	بحكمة	gaming (n)	العاب الفيديو
energy (n)	طاقة	managing (n)	إدارة
leader (n)	قائد	monorail (n)	قطار احادي السكة (المونوريل)
habit (n)	عادة	tech = technology (n)	تكنولوجيا
stress (n)	توتر / إجهاد	giant (adj)	عملاق / ضخم
privacy policy	سياسة الخصوصية		

Study these definitions
ادرس هذه التعريفات

physical	related to the body	بدنى - جسدى
entertainment	fun activities like games or watching TV	ترفيه
expert	a person who knows a lot about something	خبير
balance	to keep things equal or in the right amount	يوازن
useful	helpful for learning or work	مفيد
screen time	the time spent looking at a screen	وقت استخدام الشاشة
focused	not easily distracted	مركز - منتبه
distraction	something that takes attention away	تشتت
modern	something new and advanced	متطور
smart	uses technology	ذكى - حكيم

Collocations
متلازمات لفظية

take	a break	يأخذ قسط من الراحة	do	activities	يمارس أنشطة
build	habit	يكتسب عادة	make	noise	يُحدث ضوضاء

Vocabulary Study

▶ Synonyms and Antonyms
مترادفات ومتضادات

Word الكلمة		Synonym المرادف	Antonym /Opposite المضاد	
total	كلى - كامل	entire / complete / perfect	partial / incomplete	غيركامل / جزئى
include	يشمل - يدرج	contain / involve / add	exclude / omit / leave out	يحذف / يزيل
useful	مفيد / مثمر	effective / helpful	ineffective	غير فعّال

entertainment متعة / تسلية	enjoyment / amusement	dissatisfaction /boredom ملل / عدم رضا
balance يوازن	adjust /weigh	unbalance يخل بالتوازن
physical جسدى - خاص بالجسم	bodily	mental عقلى /فكرى
limit يحد من / يقيد	control / restrict	permit/extend/allow يسمح بـ
equal مساوى/ متعادل	balanced /alike	unequal غير متساوى
distracted مشتت- مشوش	confused/disturbed	focused / alert/ concentrated مركز/ منتبه / يقظ
wisely بحكمة - بعقل	carefully /reasonably	foolishly / stupidly بلا عقلانيه
modern متطور وحديث	advanced/developed	undeveloped / out of date قديم
waste يهدر	lose	save ينقذ
disadvantages عيوب	demerits - downsides	merits / advantages / upsides مزايا

▸ Prefixes & Suffixes مقاطع بادئة وناهية

Prefix / Suffix بادئة / ناهية	Function الوظيفة	Examples أمثلة
-ment	تحول الفعل إلى اسم	entertainment تسلية / متعة
-ly	يكون الظرف من الصفة	mentally عقلياً
-ful	تكون الصفة من الفعل	helpful متعاون - مفيد
-tion	تكون الاسم من الفعل	distraction تشتت / تشويش
-ed	تكون الصفة من الفعل	focused مُنتبه
-ed	تكون الصفة من الاسم أو الفعل	stressed متوتر
-y	يكون الاسم من الكلمة	healthy صحى

Exercise on Vocabulary Study

Choose the correct answer from a, b, c or d :

1. The word "useful" is the synonym for " .... ".
   a. lazy b. useless c. helpful d. slow
2. "Mental" is the antonym of " .... ".
   a. physical b. emotional c. intellectual d. spiritual
3. The words "focused" and "............" have the same meaning.
   a. distracted b. inattentive c. concentrated d. bored
4. The synonym of "cutting-edge" is " .... ".
   a. outdated b. old c. traditional d. advanced

5. The suffix " .... " changes the noun "health" into an adjective.
a. –ful b. –y c. –less d. –able

6. The suffix " .... " changes the word "mental" into an adverb.
a. –y b. –ly c. –ness d. –ment

7. We can form a noun from the verb "distract" by adding the suffix " .... ".
a. –er b. –ment c. –ion d. –ing

General Notes on Reading & Listening

1 similar - the same

* **similar** متشابه [تستخدم للتعبير أن هناك بعض الاشياء المشتركة بين شيئين أو أكثر]
  - Your daily habits are **similar** to my habits. Let's share ideas!

* **the same** متطابق - متماثل
  [تستخدم للتعبير عن عدم وجود أى فرق بين شيئين أو أكثر]
  - But not all screen time is **the same**.

SB page 62

2 physical - mental

* **physical** بدنى - جسدى [يرتبط بالجسم]
  - It's important to balance screen time with **physical** activities.

* **mental** عقلي - ذهنى [يرتبط بالعقل]
  - Stress affects your **mental** health badly.

SB page 62

3 without + (noun) / + (v. + ing) بدون

- Hassan likes coffee **without** sugar.
- Ghada can jump for 10 minutes **without** stopping.

Important Expressions & Prepositions تعبيرات وحروف جر هامة

Expressions التعبيرات			
make it harder	يجعلها أكثر صعوبة	move forward	يتقدم للأمام
young people	الشباب - صغار السن	get ready	يستعد
take attention away	يُشتت	keep your mind healthy	يحافظ على صحة عقلك
take short breaks	يأخذ فترات راحة قصيرة		
Prepositions حروف الجر			
on the weekend	فى عطلة نهاية الأسبوع	(Be) + used for + [inf. + ing]	يستخدم فى
away from screens	بعيدا عن الشاشات	balance ... with ...	يوازن ... مع ...
turn off	يطفىء	related to	مرتبط بـ
recommend for	يوصى بشىء لـ	scroll through	يتصفح خلال
during meals	أثناء الوجبات		

Main points on Reading & Listening Texts

on Lesson 1 SB page 60

1. **Screen time**(1) means the time people spend using phones, tablets, or computers.
2. Students use laptops for homework, and families watch movies on weekends.
3. Screen time can be **useful**,(2) like learning new **skills**(3).
4. Experts say young people should not spend more than two hours daily for **entertainment**(4).
5. It is important to **balance**(5) screen use with physical activity time with friends and rest.
6. Spending too much screen time can affect your **physical**(6) and **mental health**.(7)
7. It can also make it hard to **focus**(8) or feel relaxed.
8. To avoid these **side effects**,(9) take breaks and do other activities away from screens.

(1) وقت استخدام الشاشة	(2) مثمر / مفيد	(3) مهارات
(4) ترفيه / تسلية	(5) يوازن	(6) بدني
(7) الصحة عقلية	(8) يركز	(9) اثار جانبية

on Lesson 2 SB page 64

1. Egypt is **moving forward**(1) with amazing projects, like the **New Administrative Capital**,(2) the **Monorail**,(3) and the Green River.
2. These projects are built with **cutting-edge**(4) technology and big ideas.
3. These projects need smart **citizens**(5) who are healthy and use technology **wisely**(6).
4. Too much **scrolling**(7) or gaming can waste energy and focus.
5. **Managing**(8) screen time is really important.
6. By building strong habits like turning off **distractions**,(9) we build a better country.
7. Using technology for learning helps build a better country.

(1) يتقدم	(2) العاصمة الادارية الجديدة	(3) القطار احادى السكة
(4) متطور	(5) مواطنين	(6) بحكمة
(7) تصفح	(8) إدارة	(9) مشتتات

تنويه : الجمل السابقة تساعدك على التعامل أو كتابة فقرات إنشائية أخرى:

* Egypt's smart future
* Using technology wisely

II Skills

1. Reading and Listening

Pop Quiz
تدرب على ٩ من قطع الفهم ونصوص الاستماع

Reading

on Lesson 1 SB page 60



Screen time(1) means the total time a person spends looking at screens. These screens can include phones, computers, tablets, or TVs. Today, almost everyone uses screens for many activities. Students use laptops for homework, teenagers **scroll**(2) through social media, and families watch movies on the weekend.

But not all screen time is the same. Some of it is **useful**,(3) like doing schoolwork or learning a new **skill**(4) online. Other screen time, such as watching videos or playing games for hours, may not be helpful. **Experts**(5) say young people should not spend more than two hours a day on **entertainment**(6) screen time. It's important to **balance**(7) screen use with **physical**(8) activity, face-to-face time with friends, and rest. Spending too much time on screens can also affect your health physically and **mentally**(9). It causes tired eyes, headaches and trouble sleeping.

Moreover, it can also make it harder to focus and may make you **stressed**(10). So, to avoid these **side effects**,(11) you should take short breaks during meals, before bedtime, and while doing your homework. You should also do other activities away from screens.

Answer the following questions.

- Determine the main idea. تحديد الفكرة الرئيسية فى النص.

Learn 1. What is the main idea of the second paragraph?

- The advantages and disadvantages of screen time.

Practice 2. What is the general idea of the last paragraph?

....

(1) وقت استخدام الشاشة	(2) يتصفح	(3) منتج - مفيد	(4) مهارة	(5) خبراء	(6) ترفيه
(7) يوازن	(8) بدنى	(9) ذهنى - عقلى	(10) متوتر - مجهد	(11) أثار جانبية	

Listing

• on Lesson 2 SB page 62

Hey friends, welcome back! Today we're talking about smart cities and smart habits. Egypt is moving forward with amazing projects-like the New Administrative Capital, the Monorail, and the Green River. These are built with **cutting-edge**[1] technology and big ideas.

But big projects need smart **citizens**[2] - people who are focused, healthy, and use technology **wisely**[3].

If we spend too much time, scrolling or gaming, we lose **energy**[4] and **focus.**[5] That's why **managing**[6] screen time is so important. Young people like us are the future engineers, **designers**,[7] and **leaders**[8] of Egypt. By building strong habits now -like turning off **distractions**[9] and using **technology**[10] for learning - we get ready to build a better country.

(1)	متطور - رائد
(2)	مواطن
(3)	بحكمة
(4)	طاقة
(5)	تركيز
(6)	إدارة
(7)	مصممين
(8)	قادة
(9)	مشتتات
(10)	تكنولوجيا

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

Key vocabulary

1. .... time is the total time a person spends looking at phones, computers, or TVs.
   a. Free b. School c. Screen d. Work
2. Doing schoolwork online is an example of .... screen time.
   a. useful b. entertainment c. wasted d. bad
3. It's important to .... screen time with physical activity and rest.
   a. replace b. increase c. balance d. stop
4. Spending too much time on screens can affect both your .... and mental health.
   a. mental b. physical c. social d. financial
5. .... say that teenagers should limit entertainment screen time to two hours a day.
   a. Students b. Experts c. Children d. Babies

SB Exercises

6. SB Teenagers often .... through social media on their phones.
   a. weigh b. scroll c. type d. study
7. SB Spending too much screen time can make you feel .... and find it hard to focus.
   a. relaxed b. happy c. stressed d. pleased

8. SB The young people are the .... of Egypt.
   a. past b. school c. history d. future

9. SB Egypt is working on smart .... like the Monorail.
   a. problems b. projects c. schools d. farms

El-Moasser Exercises

10. When we say cutting-edge technology, we mean that it's .... technology.
    a. old b. modern c. out of date d. slow

11. "Expert" and "............" have the same meaning.
    a. specialist b. beginner c. student d. ugly

Definitions

12. Things that are related to the body are called ....
    a. social b. physical c. mental d. emotional

13. Something that takes your attention away is called a ....
    a. focus b. help c. distraction d. project

14. "............" means helpful for learning or work.
    a. Entertaining b. Useful c. Physical d. Mental

Language Notes, Expressions & Prepositions

15. Big projects will make Egypt move ....
    a. towards b. forward c. backward d. behind

16. Exercising .... your mind healthy.
    a. keeps b. plays c. does d. scrolls

2. Speaking مهارة التحدث

1. Asking and answering questions about managing screen time.

السؤال والاجابة عن موضوع إدارة وقت استخدام الشاشات.

Questions	Answers
1. What is screen time? ما هو وقت الشاشة ؟	- It's the total time a person spends looking at screens. انه إجمالي الوقت الذي يقضيه الشخص مستخدما الشاشة.
2. How can you make screen time useful ? كيف تجعل وقت استخدامك للشاشة مفيدًا ؟	- When I use it for doing schoolwork or learning a new skill. عند استخدمه فى اداء الواجب المدرسي أو تعلم مهارة جديدة.

Questions	Answers
3. How much entertainment screen time do experts recommend for teens ? كم الوقت الذى ينصح الخبراء بقضاءه على الشاشة للترفيه بالنسبة للمراهقين ؟	- Not more than two hours a day. لوقت لا يتجاوز ساعتين يوميا.
4. What are the healthy activities to balance screen use? ما الانشطة الصحية التى يمكن أن توازن مع استخدام الشاشة ؟	- Physical activities, face to-face time with friend and rest. الانشطة البدنية وقضاء وقت مع الاصدقاء والراحة.

2. Asking and answering questions about Egypt's smart future.

أسئلة واجاباتها عن مشاريع عملاقة في مصر.

Questions	Answers
1. What great projects are achieved in Egypt now? ما المشاريع العملاقة التى تقام حاليا في مصر ؟	- There are many, like the New Administrative Capital and the Monorail. هناك العديد من المشاريع العملاقة مثل العاصمة. الادارية الجديدة والقطار احادي السكة.
2. Is Egypt building new modern roads? هل تبنى مصر طرق جديدة حديثة متطورة ؟	- Yes, it's building new modern roads in many areas. نعم ، فهى تبنى طرق جديدة ومتطورة في العديد من المناطق.
3. Why do you think building new modern roads is important? لماذا تعتقد أن تشييد طرق جديدة متطورة أمر هام ؟	- Because it saves much time and effort. It also reduces accidents on roads. لان هذا يوفر الكثير من الوقت والجهد بالاضافة إلى أنه يقلل حوادث الطرق.

III Language in use

Using Modals

1. must/mustn't : يجب أن / يجب ألا

Usage الاستخدام

- We use "must" for obligation.

تستخدم must بمعنى [يجب أن] للتعبير عن الإلزام.

1 Affirmative صيغة الإثبات

Subject الفاعل **+ must** يجب أن **+ inf.**

ex. - You **must** follow traffic rules.

2 Negative صيغة النفى

Subject الفاعل + mustn't يجب ألا + inf.

ex. - You mustn't touch monuments in the ancient sites.

• لاحظ وجود بعض العبارات التى تفيد المنع أو التحريم.

- It's not allowed.
- It's forbidden
- It's prohibited.
- It's against the law.

من غير المسموح / ممنوع / محظور / ضد القانون

- We use "mustn't" for prohibition.

• تستخدم [mustn't] بمعنى [لا يجب] للتعبير عن المنع أو الحظر.

3 Interrogative صيغة الاستفهام

A Yes/No question : السؤال بـ «هل» :

Must + subject الفاعل + inf. مصدر الفعل ?

ex. - Must I book a ticket ? - Yes, you must. - No, you mustn't

B Wh- question : السؤال باستخدام كلمة استفهام :

Question word كلمة الاستفهام + must / mustn't + subject الفاعل + inf. مصدر الفعل ?

ex. - What must you do when you go online ?
- I must follow the safety rules.

2. "should & shouldn't" ينبغى أن / ينبغى ألا

1 Affirmative صيغة الإثبات

Subject فاعل + **should** ينبغى أن + **inf.** مصدر الفعل .

◆ عند النصيحة بفعل شىء معين :

ex. - You should plan your day.

2 Negative صيغة النفى

Subject فاعل + **shouldn't** ينبغى ألا + **inf.** مصدر الفعل .

◆ عند النصيحة بعدم فعل شىء معين :

ex. - You shouldn't spend too much time on screens.

3 Interrogative صيغــة الاستفهام

A Yes / No question السؤال بـ «هل»

◀ عند طلب النصيحة نستخدم :

Should + subject فاعل + inf. مصدر الفعل ?

ex. - Should we take a break ?

- Yes, you should. - No, you shouldn't.

B Wh-question السؤال بكلمة استفهام

Question word كلمة الاستفهام + should / shouldn't + subject فاعل + inf. مصدر الفعل ?

ex. - What should you do when you feel stressed ?

- You should spend time with your family and friends.

Usage الاستخدام

- We use "should /shouldn't" for advice.

◀ نستخدم (should / shouldn't) للنصيحة

3. can / can't يستطيع / لا يستطيع

Formation التكوين

Subject الفاعل + can / cannot (can't) + inf. مصدر الفعل.

ex. - They can speak English fluently. - I can't play football.

Yes / No question السؤال بـ(هل)

Can + subject الفاعل + inf. مصدر الفعل ?

ex. - Can you design a website ?

* Yes, I can. * No, I can't.

Usage الاستخدام

1. Expressing ability and inability. - التعبير عن القدرة وعدم القدرة.

ex. - I can use technology wisely.

ex. - I can't carry this heavy box.

2. Permission. - التعبير عن الاذن / التصريح.

ex. - Can I borrow your bike ? [طلب الإذن]
- Sure, you can borrow my bike. [إعطاء الإذن]

ex. • You can change your settings. [السماح]
• You can't enter without a ticket. [عدم السماح]

4. Connectors الروابط

A Although - Even though – While بالرغم من / ومع ذلك / بينما

- تستخدم للتعبير عن التناقض فى الأفكار

Although بالرغم من

ex. - Although social media is useful, it can waste your time.

- ويمكن أن تستخدم فى منتصف الجملة

= Social media can waste your time although it's useful.

Even though مع ذلك

ex. - Even though it was raining, they went to the park.

- ويمكن أيضًا أن تستخدم فى منتصف الجملة

ex. - He finished his homework even though he was tired.

While بينما

ex. - While I like milk, I don't drink it a lot.

B On one hand - On the other hand

- تستخدم هذه الروابط للتعبير عن التوازن بين شيئين أو فكرتين

ex. - On one hand social media helps students know a lot of things. On the other hand, social media can waste time.

Exercises on Language in use

1. Choose the correct answer from a, b, c or d :

SB Exercises

1. SB You .... follow the safety rules; it's an obligation.
   a. can b. should c. must d. might
2. SB You .... lie about your identity online; it's a prohibition.
   a. shouldn't b. can't c. mustn't d. must
3. SB You .... use a strong password to protect your accounts.
   a. can't b. should c. mustn't d. don't

4. SB .... he is rich, he is not happy.
a. Because b. So c. Although d. And

5. SB She feels tired. She .... stay up so late at night.
a. must b. can c. shouldn't d. has to

El-Moasser Exercises

6. You .... eat in the library. It is not allowed.
a. should b. must c. can d. mustn't

7. On one hand, studying online is convenient. .... , it can be hard to focus.
a. On the other hand b. Because
c. That's why d. While

8. If you want my advice, I think you .... apologize for the mistake you made.
a. mustn't b. should c. can't d. have

9. .... I use your pen for a moment, please?
a. Must b. Should c. Can d. Mustn't

2. Complete the sentences with the correct form of the word(s) in brackets :

SB Exercises

1. **A:** Excuse me. I want to use your eraser.
B: Of course, you .... **[can't]** use it.
2. Students .... **[mustn't]** come to school on time.
3. You shouldn't .... **[making]** noise.
4. .... **[On the other hand]** social media is useful, it sometimes has lots of disadvantages.

El-Moasser Exercises

5. Users .... **[must to]** read the privacy policy. It's necessary.
6. Students .... **[should not]** be late for school. It's a rule.
7. You .... **[can to]** change your settings if you want.
8. I think you .... **[must]** take a break; It's my advice to you.

3. Rewrite the following sentences using the words in brackets :

1. You are not allowed to park here. **[mustn't]**
....
2. I advise you to study hard. **[should]**
....
3. Even though it was cold, we swam in the sea. **[Although]**
....

4. Find the mistake in the following sentences and correct it.

1. Although technology helps us. On the other hand, it causes distractions. [...........]
2. You must make noise in the library. [...........]
3. Because it was raining, we went for a walk. [...........]

General Exercises

On Lessons 1 & 2

التقييمات اليومية
والأسبوعية والشهرية
فى نهاية الكتاب

1 Finish the following dialogue :

Ayman is talking with Rodina about giant projects in Egypt.

Ayman : Rodina, come and see this documentary.

Rodina : Okay, dad. (1) .... ?

Ayman : It's about the great projects in Egypt.

Rodina : I see. (2) ....

Ayman : That's true. There are many projects like the Monorail.

Rodina : (3) ....

Ayman : Yes. The new roads will help reduce the traffic.

Rodina : (4) .... ?

Ayman : Another example is the New Administrative Capital. It's a great project, too.

Rodina : (5) .... I'm sure Egypt will be greater and stronger in the future.

2 Read and complete the text with words from the following list :

smart – balance – focused – projects – should – modern

Egypt is working hard to build a bright future. It is building many new (1) .... , like smart cities and new roads. To succeed in this (2) .... world. Young people must be (3) .... on their goals. Experts say they (4) .... also find a healthy balance between using technology and their physical activities.

3 Read the following text, then answer the questions :

My younger brother, Youssef, loves watching cartoons on his tablet. He can spend hours watching **them**, and it has started to have **negative** effects. He often has tired eyes and doesn't want to play outside. My parents explained to him that he needed to find a balance between his screen time and other activities.

So, they made a new family rule. Youssef can watch cartoons for one hour every day after he finishes his homework. After that, the family does something together without screens. For example, yesterday we went to the park to play football. It was much more fun than just sitting and watching a screen. Youssef is learning that entertainment is okay, but too much screen time is not healthy. He is now more active and happier.

A. Choose the correct answer from a, b, c or d :

1. The main idea of the passage is "........................" .
   a. The best cartoons for children
   b. How a family helped a young boy balance his screen time
   c. Why playing football is good for your health
   d. The negative effects of technology
2. The opposite of the underlined word "**negative**" is ....
   a. bad b. positive c. challenge d. tricky

B. Answer the following questions :

3. What were the negative effects of too much screen time on Youssef ?
....
4. Summarize the first paragraph in one sentence.
....
5. What does the underlined pronoun **them** refer to ?
....
6. What lesson did Youssef learn at the end ?
....

4 Choose the correct answer from a, b, c or d :

1. Something that is .... helps you achieve good results.
   a. useless b. useful c. harmful d. physical
2. If you are ...., you are concentrating on one thing and not easily distracted.
   a. focused b. smart c. balanced d. healthy
3. It's important to .... between screen time and other activities.
   a. focus b. spend c. balance d. cause
4. The new monorail is a .... project in Egypt.
   a. healthy b. smart c. focused d. old-fashioned
5. The antonym of "modern" is ....
   a. new b. smart c. traditional d. advanced
6. The suffix "–ed" turns the word "stress" into a/an ....
   a. verb b. noun c. adjective d. adverb

5 Complete the sentences with the correct form of the word(s) in brackets :

1. You .... [should] make noise in the library. It's against the rules.
2. .... [So] it was raining, Ali went out for a walk.
3. She .... [mustn't] see a doctor because she doesn't look well.
4. You .... [must] park your car here; it's not allowed.
5. .... [Because], online learning is convenient. On the other hand, it requires self-discipline.

6 Write a paragraph of One Hundred and Ten (110) words on :

مجاب عنه في نهاية الكتاب

"How to use technology and screen time in a healthy and useful way"

....
....



SB page 64

Lesson **3** ▸ Balancing Screen Time

⚠ تنويه : الدرس الرابع القصة المقررة فى نهاية الكتاب

I Vocabulary

Key Vocabulary

shocked (adj)	مندهش - مصدوم	realize (d) (v)	يدرك - يفهم
notifications (n)	إشعارات - تنبيهات	stressed (adj)	مجهد - متوتر
in control	مسيطر - متحكم	relaxed (adj)	مسترخي / مستريح

Pop Quiz تدريب تلقائي بهدف لإتقان المفردات اللغوية

• **Complete the following sentences using the words in the box :**

relaxed – realize – stressed – notifications

1. He couldn't .... the importance of planning time.
2. She was .... as she didn't sleep well.
3. The phone .... distract you when you're in meetings.

Lesson 3 ▸ SB page 64

report (n)	تقرير - بيان	plan (ned)(v), (n)	يخطط - خطة
journal (n)	يوميات - مفكرة	hope (d)(v), (n)	يأمل - امل
believe (d) (v)	يعتقد - يصدق	call (ed) (v)	يتصل هاتفيا
text (ed)(v)	يرسل رسائل نصية	improve (d) (v)	يحسن - يتحسن

Conjugation of Irregular Verbs تصريف الأفعال غير المنتظمة

Present المضارع	Past الماضي	P.P. التصريف الثالث
hold يمسك	held	held
lose يفقد	lost	lost

Collocations متلازمات لفظية

make a change	يحدث تغيير	make a plan	يرسم خطة

Vocabulary Study

▶ Synonyms and Antonyms مترادفات ومتضادات

Word الكلمة		Synonym المرادف	Antonym / Opposite المضاد	
shocked	مصدوم - مروع	stunned / surprised	calm / unshocked	هادئ
realize	يدرك- يفهم	understand-grasp	misunderstand / ignore	يسيء فهم / يتجاهل
turn off	يطفئ - يغلق	shut / switch off	switch on/turn on	يشغل
keep away	يبتعد عن / يبعد	stay away	keep close/ stay nearby	يقترب - يقرب
stressed	متوتر - قلق	anxious - worried-upset	relaxed	هادئ / مسترخي
control	تحكم- سيطرة	command	chaos/carelessness	فوضى / إهمال

▶ Prefixes & Suffixes مقاطع بادئة وناهية

Prefix / Suffix بادئة / ناهية	Function الوظيفة	Examples أمثلة	
–ed	تكون الصفة من الاسم	stressed	متوتر
		shocked	مصدوم - متفاجئ
–tion	تكون الاسم من الفعل	notifications	إخطارات - اشعارات

Exercise on Vocabulary Study

⊙ **Choose the correct answer from a, b, c or d :**

1. "Realize" is a synonym for "............".
   a. ignore b. misunderstand c. understand d. forget
2. The word "shocked" is close in meaning to the word "............" .
   a. calm b. pleased c. surprised d. bored
3. The antonym of "stressed" is "............" .
   a. worried b. anxious c. nervous d. relaxed
4. We can turn the verb "stress" into an adjective by adding the suffix "............" .
   a. –ive b. –al c. –ion d. –ed
5. The suffix "- tion" in the word notification turns it into a/an "............" .
   a. noun b. verb c. preposition d. adverb

Important Expressions & Prepositions

تعبيرات وحروف جر هامة

Expressions التعبيرات			
text friends	يراسل الأصدقاء	little by little	تدريجيا
hold ... up	يمسك - يحمل	in person	شخصيا وجها لوجه
Prepositions حروف الجر			
keep .... away	يبعد شيء	plan to	يخطط لكي يقوم بـ
have time for	يحدد وقت لـ	keep your phone nearby	اجعل هاتفك بالقرب منك
pick up	يلتقط	in control of	متحكمًا فى / مسيطر على
turn off	يغلق		



Main points on Reading & Listening Texts

on Lesson 3 SB page 64

1. The writer was **shocked**[1] by their screen time **report**[2].
2. The writer used their phone for almost six hours a day.
3. The writer didn't **realize**[3] how often they used it.
4. The writer made a new **plan**[4] to organize their time.
5. The writer will turn off social media **notifications**[5] and keep the phone away during study time.
6. The writer planned to read, write in a **journal**,[6] and meet friends.
7. The writer **hopes**[7] this plan helps them sleep better and feel less **stressed**[8].
8. The writer wants to feel more **in control**[9] of their time

(1) مندهش / مصدوم	(2) تقرير	(3) يدرك
(4) خطة	(5) إشعارات	(6) يوميات
(7) يأمل - يتمنى	(8) مجهد - متوتر	(9) متحكم - مسيطر

تنويه : الجمل السابقة تساعدك على التعامل أو كتابة فقرات إنشائية أخرى:

* How to improve your screen time habits

* How to balance your screen time

II Skills

Reading and Listening

Reading

Pop Quiz
تدرب على ٩ من قطع الفهم ونصوص الاستماع

on Lesson 3 SB page 64

Last weekend, I checked my screen time **report**[1]. I was **shocked**[2] – I used my phone for almost six hours each day! I didn't **realize**[3] how often I picked it up. I want to make a change.

This week, I made a new plan. I will only use my phone for one hour after school. I will turn off social media **notifications**[4] and keep my phone away when I study. Before bedtime, I will read a book or write in my **journal**[5]. I also plan to spend more time outside and meet my friends in person.

I hope this plan helps me sleep better, feel less **stressed**[6], and have more time for fun activities. I know it won't be easy, but I want to feel more **in control**[7] of my time. Little by little, I believe I can improve.

(1) تقرير
(2) مصدوم - مندهش
(3) يدرك - يفهم
(4) إشعارات
(5) يوميات
(6) متوتر
(7) متحكم

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

Key vocabulary

1. I was .... when I saw my screen time report; I couldn't believe it.
   a. happy b. calm c. shocked d. relaxed
2. I want to make a change and feel more in .... of my time.
   a. control b. loss c. shock d. stress
3. Turning off social media .... helps you focus on your studies.
   a. accounts b. friends c. notifications d. posts
4. He felt less .... after taking a break from his phone.
   a. relaxed b. happy c. stressed d. calm
5. Before bedtime, he reads a book or writes in his ....
   a. phone b. journal c. message d. newspaper

SB Exercises

6. SB To feel less stressed, he plans to spend more time .... He likes open places.
a. online b. inside c. working d. outside

7. SB This task can't be easy, but he believes he can .... little by little.
a. fail b. improve c. worsen d. stop

8. SB The opposite of the word "stressed" is "............" .
a. worried b. relaxed c. angry d. nervous

El-Moasser Exercises

9. A notification is an alert تنبيه or .... from an app.
a. message b. post c. call d. friend

10. To be "in control" means you have the .... to manage something.
a. power b. problem c. stress d. money

11. A "journal" is a type of .... where you write your thoughts and experiences.
a. report b. newspaper c. diary d. message

Definitions

12. .... means feeling very surprised and upset.
a. Calm b. Relaxed c. Shocked d. Happy

13. .... means outside, in the open air.
a. Indoors b. Online c. At home d. Outdoors

14. To .... is to become better than before.
a. worsen b. decline c. improve d. stop

Language Notes, Expressions & Prepositions

15. I have a problem and I want to meet the manager in ....
a. man b. woman c. person d. family

16. I tried to run faster little .... little not to hurt my leg.
a. in b. by c. on d. from

17. I don't have much time .... entertainment.
a. in b. for c. too d. on

General Exercises

On Lesson 3

التقييمات اليومية
والأسبوعية والشهرية
فى نهاية الكتاب

1 Finish the following dialogue :

Eman is advising Noha to limit screen time.

Eman : You use your phone too much, Noha.

Noha : Yes, I do. (1) .... ?

Eman : Yes, it is harmful. (2) ....

Noha : I'm trying. (3) .... ?

Eman : You can use it for only two hours a day.

Noha : What else should I do ?

Eman : (4) .... Sport is fun, too.

Noha : (5) .... I will join a sports club.

2 Read and complete the text with words from the following list :

relaxed - improve - notifications - control - habits - stressed

I was shocked when I saw my screen time report last week. I felt (1) .... and tired all the time. I decided I had to change my (2) .... I will turn off all social media (3) .... while I study. I want to feel more in (4) .... of my time and my life.

3 Read the following text, then answer the questions :

Last month, I felt like I was losing control. My phone was the first thing I checked in the morning and the last thing I saw at night. Social media notifications <u>constantly</u> interrupted my study time, and <u>they</u> made me feel stressed and couldn't focus. I was shocked to realize I was spending over six hours a day scrolling. I knew I had to make a change to improve my life.

I created a new plan. First, I decided I would only use my phone for one hour after school for fun. Second, all notifications would be turned off while I was doing homework. Before bedtime, I started reading a book. Although it was hard at first, I soon began to feel the benefits. I felt more relaxed and my sleep improved. I had more time for my family and even started a new hobby. I learned that taking control of your screen time is taking control of your happiness.

a. Choose the correct answer from a, b, c or d :

1. The best title for the passage is ....
   - a. The Fun of Social Media
   - b. My New Phone
   - c. How I Took Control of My Screen Time
   - d. The Dangers of Reading Books

2. The first step in the writer's new plan is to ....
a. turn off notifications
b. read a book before bed
c. delete all social media apps
d. use the phone for only one hour of fun after school

3. The underlined word "**constantly**" means "........................".
a. continually b. sometimes c. rarely d. never

b. Answer the following questions :

4. How much time did the writer spend a day scrolling ?
....
5. What does the underlined pronoun **they** refer to ?
....
6. How do you think the writer's relationship with their family changed ?
....

4 Choose the correct answer from a, b, c or d :

1. I was .... to see how high the bill was.
a. relaxed b. happy c. shocked d. in control
2. The opposite of the word "stressed" is "............".
a. worried b. angry c. nervous d. relaxed
3. You should turn off .... so that your phone won't interrupt you.
a. notifications b. plans c. reports d. habits
4. If you want to .... better, go to bed early.
a. have b. take c. get d. give
5. I will take a course in English to .... my language.
a. improve b. shock c. stress d. damage
6. Waking up early is a good .... to be healthy.
a. notification b. control c. habit d. report

5 Complete the sentences with the correct form of the word(s) in brackets :

1. You .... **[should]** watch TV so late at night; it's not healthy.
2. I .... **[mustn't]** finish this report today; it's the deadline.
3. .... **[Because]** Nada loves ice cream, she doesn't eat it much.
4. You .... **[should]** spend all your free time on screens.
5. You .... **[mustn't]** borrow my pen if you need one.

6 Write a paragraph of One Hundred and Ten (110) words on :

مجاب عنه في نهاية الكتاب

"Screen time and its impact on daily life"

....
....
....



SB pages 67 : 69

Lessons 5 & 6

- Let's Talk
- Small Change

I Vocabulary

Key Vocabulary

balance (n)	توازن	distract (ed) (v)	يشتت - يصرف الانتباه
avoid (ed) (v)	يتجنب	culture (n)	ثقافة
waste (d)(v)	يهدر - يضيع	distraction (n)	تشويش - إزعاج
smooth (adj)	سلس - لطيف	goal (n)	هدف

Pop Quiz تدريب تلقائي يهدف لإتقان المفردات اللغوية

- **Complete the following sentences using the words in the box :**

distract - waste - goal - culture - balance

1. Set specific .... for your life to achieve.
2. Listening to music may .... you when you study.
3. They .... a lot of time waiting the bus every day.
4. Egypt's .... is very valuable and rich.

Lesson 5 ▸ SB pages 67 & 68

careful (adj)	حذر - حريص	polite (adj)	مهذب - محترم
focused (adj)	مركز - منتبه	might (v)	ربما
guess (ed)(v)	يخمن	annoying (adj)	مزعج
outdoor (adj)	خارجي - في الهواء الطلق		

Lesson 6 ▸ SB page 69

successful (adj)	ناجح	technological (adj)	تكنولوجي
recently (adv)	مؤخرًا - حديثًا	tool (n)	أداة
history (n)	تاريخ	prepare (d)(v)	يُعد - يجهز
explore (d)(v)	يستكشف		

Conjugation of Irregular Verbs تصريف الأفعال غير المنتظمة

Present المضارع	Past الماضي	P.P. التصريف الثالث
set يضبط - يحدد	set	set
find يجد	found	found

Collocations

متلازمات لفظية

achieve	goals يحقق أهداف	find	balance يحقق توازن

Vocabulary Study

Synonyms and Antonyms

مترادفات ومتضادات

Word الكلمة	Synonym المرادف	Antonym /Opposite المضاد
true صحيح	right / correct	untrue - incorrect غير صحيح
specific محدد / دقيق	exact / definite	unclear / non-specific غير محدد
polite مؤدب / مهذب	respectful / good	impolite / rude غير مهذب / غير مؤدب
smooth سلس / لطيف / ناعم	gentle / mild	rough خشن
reduce يقلل	decrease / lessen	increase يزيد
briefly باختصار	in brief / to sum up	in detail بالتفصيل
useful مفيد	helpful / effective	useless / ineffective غير مفيد / غير فعال

Prefixes & Suffixes

مقاطع بادئة وناهية

Prefix / Suffix	Function الوظيفة	Examples أمثلة
-ful	تحول الفعل او الاسم لصفة	careful حريص
-ly	تكون الظرف من الصفه	exactly بالظبط politely بطرق مهذبة
-ity	تكون الاسم من الصفة	activity نشاط
-ment	تكون الاسم من الفعل	entertainment تسلية / متعة
-ing	تحول الفعل لصفه	annoying مزعج

Exercise on Vocabulary Study

Choose the correct answer from a, b, c or d :

1. The word "useful" is a synonym for "..................".
   a. pointless b. worthless c. helpful d. difficult
2. The synonym of "reduce" is "..................".
   a. increase b. delete c. pack d. decrease
3. I don't want you to describe the situation .... I want it in detail.
   a. definitely b. pointlessly c. briefly d. probably

4. The suffix "-ing" forms the .... from the verb "annoy".
a. adjective b. verb c. noun d. preposition

5. It wasn't .... of you to shout at her. You were rude.
a. polite b. impolite c. wrong d. bad

General Notes on Reading & Listening

1 indoor (adj.) / indoors (adv.) - outdoor (adj.) / outdoors (adv.)

As an adjective → indoor داخلي / outdoor خارجي + noun اسم

- تستخدم كصفة ويأتى بعدها اسم.

▸ Handball and volleyball are **indoor** sports.

As an adverb → indoors بالداخل / outdoors بالخارج

- تستخدم كظرف [حال] وتأتى بعد الفعل.

▸ Football is played **outdoors**.

2 effect - affect

- effect (n) تأثير

* Smoking has a bad **effect** on your health.

- affect (v) يؤثر على

* Smoking **affects** your health badly.

Important Expressions & Prepositions

تعبيرات وحروف جر هامة

Expressions التعبيرات

set specific time for	يحدد وقت محدد لـ	set a timer for	يضبط المنبه لـ
get more ... done	إنجاز المزيد من الأعمال	get good sleep	ينام جيدًا
I see.	افهم ذلك.	get your work done	تنجز عملك
feel better	يشعر بتحسن	make your ideas clear and connected	تجعل افكارك واضحة ومترابطة

Prepositions حروف الجر

focus on	يركز على	try to	يحاول أن
according to	وفقًا لـ ...		

Main points on Reading & Listening Texts

on Lesson 5 SB page 67

1. The mother tells her son to **balance**[1] screen time with other activities.
2. The son says screens help him with studying.
3. The mother **explains**[2] that experts think screens can be a **distraction**[3] if you aren't using them carefully.
4. The mother advises her so to set a specific time for studying and breaks.
5. She also advises him to avoid using screens during meals and before bedtime.
6. The son adds that he should turn off **notifications**[4] as they might **distract**[5] him / her.
7. The mother reminds her son that following these ideas will help her enjoy **entertainment**[6].

(1) يوازن	(2) يشرح
(3) تشويش	(4) إشعارات
(5) يشوش - يصرف الانتباه	(6) ترفيه

تنويه : الجمل السابقة تساعدك على التعامل أو كتابة فقرات إنشائية أخرى:

* Making balance between screen time and other activities
* How to avoid bad effects of screen time

II Skills

للمزيد من إتقان المهارات اللغوية
كراسة المعاصر للمهارات اللغوية

1. Reading and Listening

Reading

on Lesson 5 SB page 67

Talking About Screen Time

Mother : I think you should try to find a good **balance**(1) between screen time for entertainment and other activities.

Son : But mom, screens help me stay focused when I study.

Mother : I see, but **experts**(2) say screens can also be a big **distraction**(3) if you're not careful.

Son : So, how can I make my screen time more **useful**(4)?

Mother : You could set specific times for studying and breaks. Also, you must **avoid**(5) using screens during meals or before bedtime.

Son : I understand. I should also turn off **notifications**(6) because they might **distract**(7) me.

Mother : Exactly! And remember, you need to **balance**(8) your screen time with outdoor activities and reading.

Son : I see. If I follow this, I will feel better and **get more done**(9).

Mother : Yes, and you will also enjoy your entertainment time more without feeling tired or **distracted**(10).

(1) توازن | (2) خبراء | (3) تشويش | (4) مفيد | (5) يتجنب | (6) اشعارات | (7) يشتت - يصرف الانتباه | (8) يوازن | (9) ينجز المزيد من العمل | (10) مشتت

on Lesson 5 SB page 68

Nader : Hey Gamal, you should try to find a good **balance**(1) with your screen time. Do you know that too much screen can be a big distraction?

Gamal : But Nader, my games help me stay focused when I'm learning!

Nader : That's true, but sometimes screens might not be very **useful**(2) if you don't **manage**(3) them well.

Gamal : So, what could I do to use my screen time better?

Nader : You could **set a timer**(4) for game time and study time. Also, you must avoid screens before bedtime to get good sleep.

Gamal : Okay! I guess I should turn off those **annoying**(5) notifications because they may distract me.

Nader : Exactly! If you find the right balance, you'll have more fun and still get your work done.

(1) توازن | (2) مفيد | (3) يدير | (4) يضبط منبه لـ | (5) مزعج

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

Key vocabulary

1. You should find a good .... between work and entertainment.
   a. balance b. problem c. distraction d. direction
2. You must .... using screens during meals or before bedtime.
   a. avoid b. try c. enjoy d. start
3. It's a bad habit to .... your time.
   a. use b. make c. save d. waste

SB Exercises

4. SB Screens can be a big .... if you are not careful.
   a. help b. benefit c. distraction d. focus
5. SB Nader wants to .... his screen time to learn about the Egyptian history.
   a. increase b. reduce c. waste d. stop
6. SB The child suggests turning off the .... so they don't get distracted.
   a. fridge b. lights c. notifications d. oven

El-Moasser Exercises

7. You should .... on your dreams to achieve them.
   a. focus b. neglect c. refuse d. ask
8. To "avoid" something means to stay .... from it.
   a. close b. near c. away d. with
9. Outdoor .... are so important for your health.
   a. problems b. activities c. feelings d. notifications
10. To make smaller or less in amount means to ....
    a. increase b. develop c. reduce d. add
11. .... means helpful for doing or achieving something.
    a. Useless b. Harmful c. Useful d. Wasteful
12. The process of moving down a page on a screen is called ....
    a. clicking b. typing c. scrolling d. tapping

Language Notes, Expressions & Prepositions

13. You should .... specific time for doing sports regularly.
    a. give b. set c. do d. print
14. It's wrong to focus mainly .... grammar and leave studying vocabulary.
    a. at b. on c. in d. out
15. Football is played ....
    a. indoors b. outdoors c. indoor d. outdoor

2. Speaking مهارة التحدث

Conversation Tip نصيحة للقيام بحوار ناجح

* Use connectors to make your ideas clear and connected.

استخدم ادوات الربط لتجعل أفكارك واضحة ومترابطة.

examples of connectors امثلة للروابط			
because لأن	also ايضا	so لذلك	but لكن

• These words help you explain your thoughts better and make conversations easier to follow.

استخدام تلك الروابط يساعدك فى شرح أفكارك بصورة أفضل وجعل المحادثة واضحة للمتحدثين.

ex:- I like screens because they help me learn.
- Screens can be fun, but they can also be distracting.

Real Talk Tip نصائح لإجراء حديث حقيقي / فعال

Make your advice sound friendly by using modal verbs.

استخدم الافعال الناقصة لجعل نصيحتك تبدو ودودة ومهذبة.

Modal verbs examples:				
should يجب	must يجب	can يستطيع	could يمكن	might ربما

• Using modal verbs also help you suggest ideas politely and kindly.

إستخدام الافعال الناقصة يساعدك أيضا فى إقتراح أفكار بشكل مؤدب ولطيف.

ex:- You should take breaks from the screen.
- You might like turning off notifications

3. Writing مهارة الكتابة

Blog post منشور فى مدونة

Learn

• **How to write a blog post:** **كيف تكتب منشور المدونة:**
• Start with a title that gets people interested. ابدأ بعنوان يجذب اهتمام الناس.
• Give details about the topic. أعطِ تفاصيل عن الموضوع.
• Use images related to the topic. استخدم صورًا مرتبطة بالموضوع.
• End with a call to action. اختم بدعوة لاتخاذ إجراء.

Practice

1. Read and complete the following blog post

goal – online – citizen – connected – Egyptian

HOME | ABOUT | DOWNLOAD

I recently learned about the Grand (1) .... Museum, and it made me think about how important our history is. I spend a lot of time (2) .... , but I rarely use it to learn about Egypt's culture. I want to change that. My new (3) .... is to reduce my screen time and use some of it to explore Egyptian history and museums like this one. Learning about our past can help me feel more (4) .... to my country. If young people know their history, they can help protect it. This habit can prepare me to be a better (5) .... of Egypt. Make history part of your life-read, visit, and share it.

2. Write a blog post of (110) words on :

"How can you improve your screen time habits ?"

HOME | ABOUT | DOWNLOAD

....

....

....

....

....

....

....

....

....

General

Exercises

On Lessons 5 & 6

التقييمات اليومية والأسبوعية والشهرية فى نهاية الكتاب

1 Finish the following dialogue:

Nader is advising Gamal about his screen time.

Nader : Hey, Gamal, you look tired. (1) .... ?

Gamal : Hey Nader, I'm tired and distracted.

Nader : (2) .... ?

Gamal : No, I always stay up late. I never sleep early.

Nader : (3) .... What do you always do late at night ?

Gamal : (4) ....

Nader : On the screen scrolling ! (5) ....

Gamal : What else should I do ?

Nader : You should make a plan to control your time.

2 Read and complete the text with words from the following list:

stay – focused – should – shouldn't – distraction – effects

It is important for students to balance their screen time with other activities. While screens can be useful for learning, they can also be a big (1) .... Spending too much time on screens has negative (2) .... , like tired eyes. You (3) .... take regular breaks to (4) .... healthy.

3 Read the following text, then answer the questions:

Last weekend, Hoda checked her screen time report. She was shocked to find she used her phone for almost six hours every day. She realised she wasn't in control and decided to make a change. This week, she made a new plan. First, she will only use her phone for one hour after school. Second, she will turn off all social media notifications and keep her phone in another room when she studies to stay **focused**. Before bedtime, she plans to read a book instead of scrolling on her phone. She also plans to spend more time outside with her friends and family. Hoda knows it won't be easy, but she hopes this plan will help her sleep better and feel less stressed. She believes she can improve her habits little by little .

A. Choose the correct answer from a, b, c or d.

1. The main idea of the text is " .... ".

a. The dangers of social media b. Hoda's new hobbies
c. Hoda's plan to reduce her screen time d. Why reading is important

2. The underlined word "**focused**" can be replaced by "..................".

a. distracted b. concentrated c. careless d. calm

3. Hoda used her phone for almost .... hours every day.

a. 8 b. 10 c. 4 d. 6

B. Answer the following questions :

4. Why did Hoda want to change her habits ?

....

5. What is one thing Hoda will do before bedtime according to her new plan ?

....

6. What do you think will happen if Hoda follows her plan ?

....

4 Choose the correct answer from a, b, c or d:

1. To .... means to make something smaller in amount or size.

a. develop b. reduce c. control d. plan

2. My main .... is to finish my homework before dinner.

a. goal b. screen c. habit d. citizen

3. The internet can be a useful tool. The word "useful" can be an antonym of "..................".

a. helpful b. effective c. useless d. current

4. To turn "annoy" into an adjective, we add the suffix "..................".

a. –ing b. –al c. –ity d. –ble

5. As a good .... ,you should respect your country's laws.

a. citizen b. plan c. goal d. screen

6. You should.................. wasting your money on shopping.

a. guess b. avoid c. prepare d. read

5 Complete the sentences with the correct form of the word(s) in brackets:

1. You .... **(mustn't)** focus if you want to be successful.
2. .... **(so)** I like this phone because it is useful, it can also be a distraction.
3. He was feeling sick, ... **(because)** he went to the doctor.
4. You .... **(mustn't)** try harder to achieve your goals.
5. He .... **(shouldn't)** set a timer for game time to be more productive.

Review on unit 4

Vocabulary

Lessons 1 & 2

Word	Meaning
screen time	وقت استخدام الشاشة
scroll	يتصفح
expert	خبير
balance	يوازن / توازن
mentally	عقليًا
side effects	آثار جانبية
entertainment	ترفيه
physical	بدنى - جسدى

Lesson 3

Word	Meaning
shocked	مصدوم / مندهش
realize	يدرك / يفهم
notifications	إشعارات
stressed	مجهد / متوتر
in control	مسيطر / متحكم

Lessons 5 & 6

Word	Meaning
develop	يطور
waste	يهدر
plan	خطه / يخطط
reduce	يقلل
useful	مفيد / نافع

Language

Modals

1. should / shouldn't ينبغى ان (للنصيحة)

Subject + should/shouldn't + inf.

ex. - You **should be** helpful to your family.

- You **shouldn't waste** your money on online games.

2. must / mustn't يجب أن (الإلزام)

Subject + must / mustn't + inf. مصدر الفعل

ex. Learners **must pass** the exam to join the school.

ex. - You **mustn't play** with electric wires

3. can / can't يستطيع (للقدرة أو الإذن)

Subject + can / can't + inf. مصدر الفعل

ex. - He **can't log** in his account.

- You **can borrow** my laptop for a day.

Connectors

While / Although / Even though

بينما / على الرغم من / حتى (للتناقض)

ex. - She'll join the reading club, **although** she's busy.

On one hand / on the other hand.

من جانب / من جانب آخر (للتوازن)

ex. - **On one hand**, sport is a hobby. **On the other hand**, it can be a job.

Speaking

Asking and answering questions about managing screen time :

توجيه اسئلة والرد عليها عن إدارة وقت استخدام الشاشة.

A: What is screen time ?

B: It's the total time a person spends looking at screens.

A: How much time should we spend on screens ?

B: Experts say we shouldn't spend more than two hours.

A: What are the healthy activities instead of spending time on screens ?

B: You can try physical activities like sports and exercises.

Skills

1 Reading Comprehension

Summarizing a text

? تختبر أسئلة قطعة الفهم مهارة [تلخيص الفقرة فى جملة].

◄ اقرأ وقم بالإجابة.

► **Read the following text, then answer the questions :**

Screen time means the total time a person spends looking at screens. These screens can include phones, computers, tablets, or TVs. Today, almost everyone uses screens for many activities. Students use laptops for homework, teenagers scroll through social media, and families watch movies on the weekend.

• Summarize the paragraph in one sentence.

....

....

....

التحدى قد تجد صعوبة فى تلخيص الفقرة أو النص حيث يوجد الكثير من التفاصيل والأحداث فلا أستطيع تلخيص كل الفقرة فى سطر واحد.

مفتاح الحل نلخص أهم النقاط فى الموضوع بشكل مبسط لا داعى لذكر كل التفاصيل فى التلخيص.

2 Speaking

Screen time

? يختبر سؤال المحادثة [dialogue] معرفتك لقدر كاف من [Language Functions] والتى غالبًا ما تكون على شكل أسئلة والرد عليها.

◄ اقرأ وقم بالإجابة.

► **Finish the following dialog :**

Nader and Salma are talking about screen time after school.

Salma : I spend too much time on my phone.

Nader : (1) .... ?

Salma : I use it for games and social media.

Nader : (2) ....

Salma : I know. I try to stop before bedtime.

Nader : (3) .... ?

Salma : Yes, I sleep better now.

Nader : (4) .... I should try that.

Salma : (5) .... I'm sure outdoor activities will help you a lot.

التحدى تريد التحدث عن [وقت استخدام الشاشة] وتجد صعوبة فى تكوين أسئلة والرد عليها.

مفتاح الحل يجب عليك معرفة قدر كاف من الأسئلة والردود التى قد تحدث بينك وبين زميلك.

General Exercises on unit 4

التقييمات اليومية
والأسبوعية والشهرية
فى نهاية الكتاب

1 Finish the following dialogue:

Marwan is giving his friend Hazem some advice about using his phone too much.

Marwan : Hazem, you are always looking at your phone.

Hazem : Yes, I know. (1) .... ?

Marwan : I think you should limit your screen time. It's not healthy.

Hazem : You might be right. I often have headaches. (2) .... ?

Marwan : You can also do other activities, like sports.

Hazem : (3) .... But I must use my laptop for homework.

Marwan : Of course, but you shouldn't use it for entertainment all day.

Hazem : (4) .... ?

Marwan : For example, you mustn't take your phone to bed.

Hazem : (5) ....

2 Read and complete the text with words from the following list:

mentally - balance - productive - effects - would - can

It is important to manage your screen time wisely. Spending too much time on screens can have negative (1) .... on your health, both physically and (2) .... To avoid this, you should find a healthy (3) .... between your online and offline activities. If you organize your time well, you (4) .... be much more relaxed and productive.

3 Read the following text, then answer the questions:

In a new smart city in Egypt, technology is everywhere. The goal is to make life for its citizens easier and more efficient. This means, in the school, students use the latest modern tools. They use tablets for all subjects, and homework is sent online, where they get instant feedback.

On one hand, students find this very helpful. They can get a huge amount of information. On the other hand, they may find it harder to focus. With so much screen time at school, they feel mentally tired by the end of the day. The constant notifications from school apps and social media are a huge distraction. Although students love the benefits of their modern school, they miss spending time with their friends during breaks without everyone looking at a screen. Students realize that even in a smart city, a healthy balance is important. They have decided to start a club for them to discuss ways to manage screen time effectively.

A. Choos the correct answer from a, b, c or d.

1. The main idea of the passage is ....
   a. Job opportunities
   b. Why tablets are better than books
   c. How to get good grades using books
   d. The benefits and challenges of technology
2. Having .... is a benefit from modern technology.
   a. no homework   b. instant feedback
   c. longer breaks   d. no exams

B. Answer the following questions:

3. What are two negative effects of the technology on students ?

   ....

4. In your opinion, why do students miss spending time with their friends ?

   ....

5. Summarize in one sentence the main challenge students face.

   ....

6. What advice do you predict students will give to other students in their new club ?

   ....

4 Choose the correct answer from a, b, c or d:

1. A person with a lot of knowledge about a subject is called a/an ....
   a. teenager   b. expert   c. user   d. student
2. .... means not easily distracted.
   a. Stressful   b. Tired   c. Harmful   d. Focused
3. The word "stressed" is the opposite of ".....................".
   a. worried   b. relaxed   c. angry   d. shocked
4. The suffix "-al" in the word "physical" make it a/an ....
   a. adverb   b. adjective   c. noun   d. verb
5. You need to .... your time between studying and having fun.
   a. balance   b. affect   c. scroll   d. cause
6. The new city is an example of .... technology.
   a. cutting-edge   b. focused
   c. old-fashioned   d. healthy

5 Complete the sentences with the correct form of the word(s) in brackets:

1. You .... **(mustn't)** wear a helmet when you ride a bike for safety.
2. .... **(Because)** he was very tired, he finished his project on time.
3. You .... **(should)** eat while using your computer.
4. You .... **(can't)** borrow my book, but please return it next week.
5. On one hand, online games are fun. On .... **(hand)**, they can waste a lot of time.

6 Rewrite the following sentences using the words in brackets :

1. It is necessary to wear the uniform. **(must)**

....

2. He is too young to walk alone. **(can't)**

....

3. Although she is clever, she got low marks. **(While)**

....

7 The story :

A. Read and complete the sentences with words in the box :

chemicals - team - leader

1. A good .... works with their team to find solutions to problems.
2. The team avoided using any harmful .... on the plants.

B. Answer the following questions :

1. How did the students feel about their achievement ?
2. Why was it important that Zeina did not blame anyone for problems ?

8 Write a blog post of one Hundred and Ten (110) words on :

مجاب عنه في نهاية الكتاب

"How to spend time using the screen wisely"

....

....

....

....

....

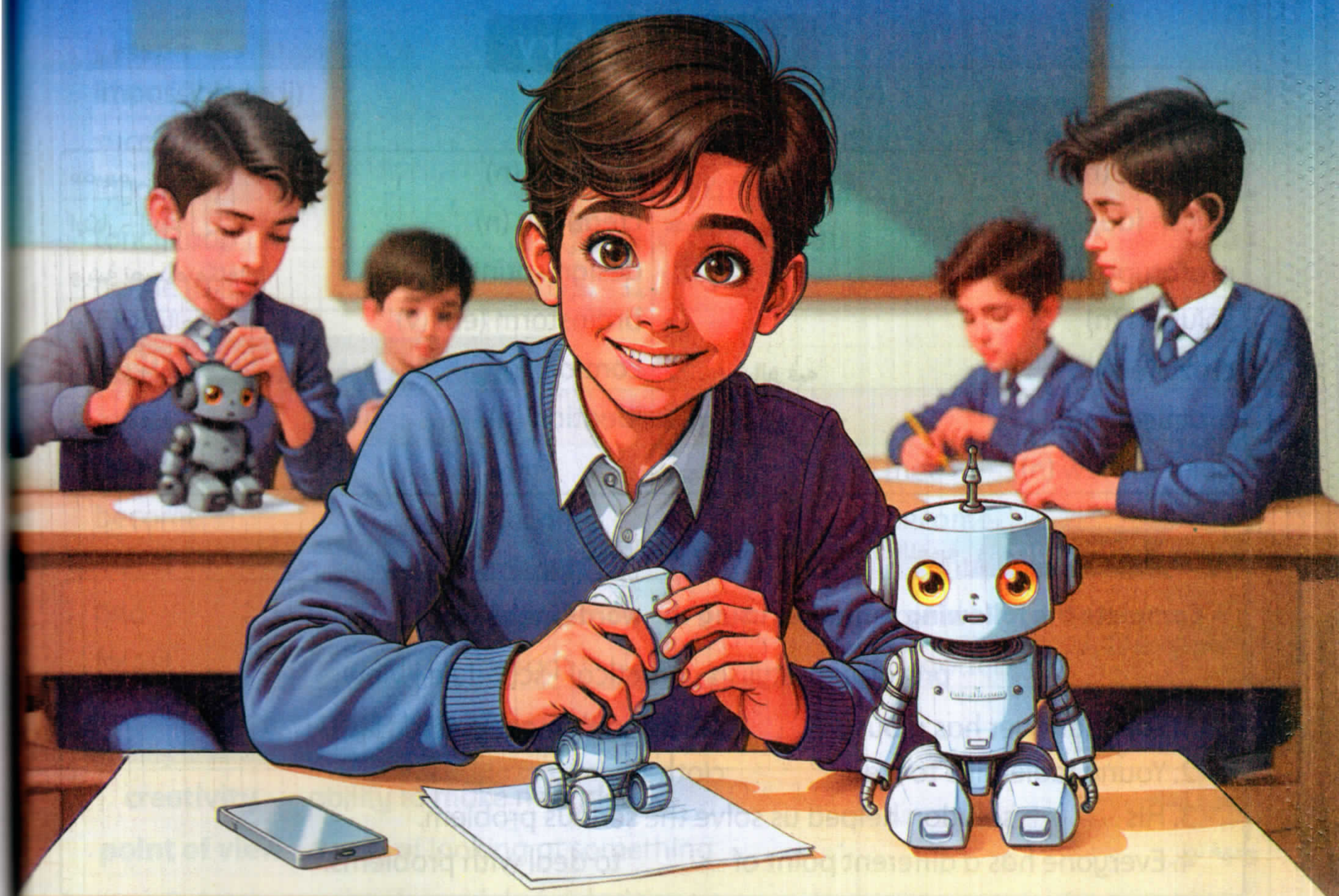
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Unit
FIVE

Design Thinking



SB pages 74 : 84

Learning outcomes :

- **Reading :**
  - Identify main ideas and details in texts about the innovation process
  - Understand and explain the steps to design thinking in a reading passage
- **Listening :**
  - Understand the main ideas and details in a design sprint blog
  - Identify examples of problem-solving steps in spoken texts
- **Speaking :**
  - Express ideas clearly when presenting a design solution
  - Use design thinking vocabulary when discussing solutions and prototypes
- **Writing :**
  - Write a review explaining the steps in a design process
  - Use target vocabulary related to design thinking in context
- **Language :**
  - Use sequence adverbs (First, then, next, finally) to show order in speaking and writing
  - Use imperative accurately to give instructions during tasks



SB pages 73 : 76

Lessons **1 & 2**

- Think Like a Designer
- Dream It, Build It

I Vocabulary

Key Vocabulary

schedule (n)	جدول مواعيد -برنامج	designer (n)	مصمم
stylish (adj)	عصري - أنيق	creativity (n)	ابتكار - إبداع
prototype (n)	نموذج أولى	design sprint (n)	ورشة تصميم مكثفة
solution (n)	حل	brainstorm (ed) (v)	يولد أفكار بالعصف الذهنى
crazy (adj)	غريب / مبالغ فيه	comfort (n)	راحة - رفاهية
practical (adj)	عملى - تطبيقي	ideation (n)	توليد الأفكار
point of view (n)	وجهة نظر		

Pop Quiz تدريب تلقائى يهدف لإتقان المفردات اللغوية

• **Complete the following sentences using the words in the box :**

prototype - stylish - practical - schedule - view

1. The manager has a busy .... , so he can't meet you today.
2. Young ladies like to wear .... clothes.
3. His .... solution helped us solve the serious problem.
4. Everyone has a different point of .... to deal with problems.

Lesson 1 ▶ SB pages 73 & 74

problem - solver (n)	حلاّل المشكلات- أداة لحل المشكلات	objects (n)	أشياء
building (n)	مبنى	app (n)	تطبيق - برنامج
model (n)	نموذج مجسم	curiosity(n)	حب الاستطلاع / فضول
skill (n)	مهارة	design(ed) (v)(n)	يصمم / تصميم
function (n)	وظيفة - غرض	interact (ed)(v)	يتفاعل
safety (n)	آمان	style (n)	شكل - أسلوب
imagining (n)	تخيل	weight (n)	وزن - حمل

backpack	حقيبة ظهر	space (n)	مساحة
mind (n)	عقل	organize (d) (v)	ينظم
outfit (n)	طقم ملابس/زى		

Lesson 2 ▶ SB pages 75 & 76

impossible (adj)	مستحيل	modify (ied) (v)	يُعدل
successful (adj)	ناجح	interview (ed)(v)	يجرى مقابلة شخصية
layout (n)	تصميم	express (adj)	سريع
fancy (adj)	فاخر - راقى	cafeteria (n)	كافيتريا
define (d) (v)	يحدد - يعرف		

Conjugation of Irregular Verbs

تصريف الأفعال غير المنتظمة

Present المضارع		Past الماضى	P.P. التصريف الثالث
meet	يقابل	met	met
become	يُصبح	became	become
mean	يعنى / يقصد	meant	meant
find	يجد	found	found
forget	ينسى	forgot	forgotten

Study these definitions

ادرس هذه التعريفات

creativity	ability to make new ideas	ابتكار - إبداع
point of view	a way of looking at something	وجهة نظر
prototype	a simple model of a design	نموذج أولى
schedule	a list of planned activities	برنامج - جدول
solution	a way to solve a problem	حل
crazy	very unusual	غريب
practical	effective or suitable	عملى - تطبيقى
sprint	a process of solving complex problems	فترة / جلسة التصميم
stylish	attractive in a fashionable way	عصرى / انيق
ideation	brainstorming or coming up with ideas	ابتكار الافكار

Vocabulary Study

Synonyms and Antonyms مترادفات ومتضادات

Word الكلمة		Synonym المرادف	Antonym / Opposite المضاد	
well-designed	مصمم جيدًا	neat/well-made	badly-designed	مصمم بشكل سيء
everyday	يومي	daily/regular	irregular /occasional	غير منتظم
stylish	أنيق - ظريف	smart/fashionable/trendy	old-fashioned	قديم
curiosity	حب الاستطلاع- فضول	interest / concern	disinterest	عدم اهتمام
solution	حل	answer/explanation	question / problem	مشكلة
simple	سهل / بسيط	plain/easy	complicated / complex	معقد
practical	عملى/ تطبيقي	realistic	impractical / imaginative	غير عملى/خيالى
successful	ناجح	lucky / fortunate	unsuccessful/loser	خاسر/غير ناجح
safety	أمان	security	danger	خطر

Prefixes & Suffixes مقاطع بادئة وناهية

Prefix / Suffix	Function الوظيفة	Examples	أمثلة
-er	تكون الاسم من الفعل	solver designer	حلال المشاكل مصمم
inter-	تكون الفعل	interact	يتفاعل مع
-able	تكون الصفة من الاسم أو الفعل	suitable comfortable	مناسب مريح
un-	تكون عكس الكلمة	unusual	غير عادى
im-	تكون عكس الكلمة	impossible	مستحيل
-ish	تكون الصفة من الاسم	stylish	أنيق -متأنق

Exercise on Vocabulary Study

Choose the correct answer from a, b, c or d :

1. The word "solution" is the antonym of " .... " .
   a. answer b. problem c. result d. key
2. The word "practical" means " .... " .
   a. impractical b. realistic c. imaginary d. unrealistic
3. The synonym of "stylish" is " .... " .
   a. plain b. simple c. fashionable d. ugly
4. "Complex" is the antonym of " .... " .
   a. difficult b. complicated c. hard d. simple
5. The suffix "-ish" turns the word "style" into a/an " .... "
   a. adjective b. verb c. noun d. preposition
6. To get the noun from the verb "design", we add the suffix " .... ".
   a. -er b. -al c. -ity d. -able
7. The prefix "im-" in the word "impossible" gives the " .... ".
   a. opposite b. synonym c. noun d. adverb

General Notes on Reading & Listening

1 weather - whether

* **weather** الطقس (حالة الجو)
  - What's the **weather** like today ?
* **whether** سواء - ما إذا
  - It doesn't matter **whether** Ghada will come or not.

2 beside – besides

* **beside = next to** بجانب/بجوار
  - I'm sitting **beside** Ali in the class.
* **besides = in addition to + (noun/inf.+ing)** بالإضافة إلى ذلك
  - **Besides** style, what is important when designing a backpack ? (SB P.74)
  - I want to go to the cinema **besides** doing the shopping.

Important Expressions & Prepositions تعبيرات وحروف جر هامة

Expressions التعبيرات			
easy to understand	سهل الفهم	design thinking	صياغة الأفكار
fun to use	ممتع للاستخدام	well-designed	مصمم بإتقان
make it better	يطورها/يحسنها	take too long to	يستغرق وقت طويل لـ
relationship problems	مشاكل العلاقات	the hardest part of	الجزء الأصعب من
Prepositions حروف الجر			
function of	وظيفة	interested in	مهتم بـ
interact with	يتفاعل مع	test with	يجرى اختبار على
in the same way	بنفس الطريقة	in five days	في خلال خمسة أيام
afraid of	خائف من	designed for	مصمم لـ



Main points on Reading & Listening Texts

on Lesson 1 SB page 73

1. Designers create things that are useful, easy to understand, and fun to use.
2. Great designers explore ideas from different **points of view**[1] and test models called **prototypes**[2].
3. Designers need creativity, listening, and curiosity.
4. Designers think about the **function**[3] of things and how people **interact**[4] with them.
5. A designer for life might help people organize their time or solve their problems.
6. Design thinking means caring about people and imagining better **solutions**[5].
7. Anyone can be a designer. All they need is a creative mind to improve.

(1) وجهة نظر	(2) نماذج أولية	(3) وظيفة - غرض
(4) يتفاعل	(5) حلول	

on Lesson 2 SB page 75

1. Sarah thinks a design **sprint**[1] is when a team solves a big problem in just five days.
2. They defined their problem on Sunday.
3. Their **challenge**[2] was: How might they help students eat healthier lunches at school?
4. They **interviewed**[3] 20 students and found that healthy food takes too long to get.
5. Monday was ideation day. They **brainstormed**[4] over 50 ideas! Some were crazy, but others were **practical**[5].
6. On Tuesday and Wednesday, they built prototypes.
7. They created a simple app design and a new cafeteria **layout**[6].
8. Finally, on Thursday, they tested with real students to know the next step.
9. The best part about design thinking was to solve a real problem in just five days by putting students first.

(1) فترة زمنية قصيرة	(2) تحدى	(3) يجرى مقابلة شخصية
(4) يولد أفكار	(5) عملى	(6) تصميم

تنويه : الجمل السابقة تساعدك على التعامل أو كتابة فقرات إنشائية أخرى:

* How to think like a designer
* Design thinking
* Ideation process

II Skills

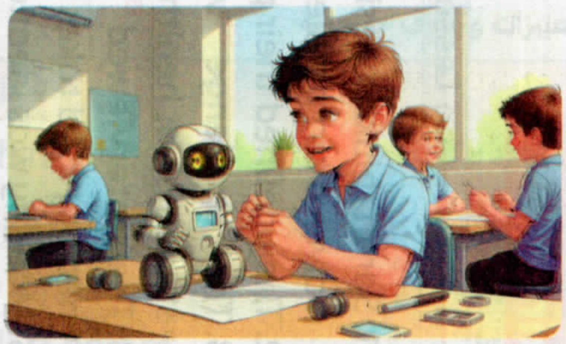
Pop Quiz
تدرب على ٩ من قطع الفهم ونصوص الاستماع

1. Reading and Listening

Reading

on Lesson 1 SB page 73

Think Like a Designer



Designers are everyday **problem-solvers** (1). They create things that are useful, easy to understand, and fun to use. Whether it's a building, a phone app, or a daily **schedule** (2), a designer asks important questions like: "Who will use it?" "What do they need?" "How can I make it better?"

Great designers don't just draw pictures or make **stylish** (3) objects, they explore ideas from different **points of view** (4) and test simple models called **prototypes.** (5) Creativity, listening, and curiosity are important skills in design. Designers think about the **function** (6) of things and how people **interact** (7) with them.

For example, designing a school backpack is not just about style. It's about **comfort** (8), weight, space, and safety. In the same way, a designer for life might help people organize their time or solve their problems.

Design thinking means caring about people and imagining better **solutions** (9). Anyone can be a designer-all you need is a creative **mind** (10) and a need to improve the world around you.

Answer the following questions.

- Skim and scan.

Learn 1. What skills are important for designers?
– Creativity, listening, and curiosity.

Practice 2. What makes a good designer ?
....

(1) حلال المشاكل | (2) جدول مواعيد | (3) عصرى | (4) وجهات النظر | (5) نموذج أولى | (6) وظيفة | (7) يتفاعل | (8) راحة | (9) حلول | (10) عقل

Listening

on Lesson 2 SB page 75

HOME | ABOUT | DOWNLOAD

"Hi, everyone! I'm Sarah, and I just finished an amazing **design sprint** (1). A design sprint is when a team solves a big problem in just five days. It sounds **impossible** (2), right? But it works!

On Sunday, we **defined** (3) our problem and our **challenge** (4) was: How might we help students eat healthier lunches at school? We **interviewed** (5) 20 students and found that healthy food takes too long to get.

Monday was **ideation** (6) day. We **brainstormed** (7) over 50 ideas! Some were crazy, like a robot chef, but others were **practical** (8), like a healthy food express line.

On Tuesday and Wednesday, we built **prototypes** (9). We created a simple app design and a new cafeteria **layout** (10). Nothing **fancy**, (11) just enough to test our ideas.

Finally, on Thursday, we tested with real students. They loved the **express** (12) line idea but weren't interested in the app. Now we know what to build next!

The best part about design thinking was when we solved a real problem in just five days by putting students first."

(1) جلسة تصميم مركزة	(2) مستحيل	(3) حدد	(4) تحدى	(5) يجرى مقابلة	(6) توليد الأفكار
(7) يعصف ذهنيًا	(8) عملى	(9) نموذج أولى	(10) تصميم	(11) فاخر/ راقى	(12) سريع

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

Key vocabulary

1. Before you start the new project, you should build a simple ....
   a. result b. photocopy c. prototype d. photography
2. A designer's .... helps him come up with new and original ideas.
   a. creativity b. comfort c. problem d. function

3. To .... an idea means to think of lots of possibilities quickly.
a. test b. brainstorm c. build d. solve

4. It's important for a solution to be .... and effective.
a. crazy b. impossible c. stylish d. practical

5. A design .... is a fast process for solving complex problems.
a. sprint b. walk c. marathon d. jog

SB Exercises

6. SB I value a strong .... with my family.
a. conflict b. clash c. relationship d. design

7. SB Great designers explore ideas from different ....
a. books b. rooms c. point of views d. schools

8. SB Her new outfit was very .... and comfortable.
a. ugly b. unsuitable c. stylish d. bad

9. SB Design thinking means caring about people and .... better solutions.
a. damaging b. eating c. caring d. imagining

10. SB He had a strong .... to learn.
a. need b. style c. size d. solution

El-Moasser Exercises

11. Use your imagination to find the best .... to the problem.
a. question b. test c. solution d. problem

12. "Creativity" is the ability to .... new things.
a. buy b. sell c. find d. create

Definitions

13. A simple model of a product that is tested before it is produced is called ....
a. solution b. prototype c. point of view d. design

14. A .... is a list of planned activities.
a. schedule b. sprint c. layout d. problem

Language Notes, Expressions and Prepositions

15. I enjoyed playing football .... relaxing on the beach.
a. beside b. besides c. next to d. opposite

16. Hassan is interested .... boxing. He likes it so much.
a. at b. in c. of d. about

2. Speaking — مهارة التحدث

Asking and answering questions about thinking like a designer :

السؤال والإجابة عن أسئلة تدور حول طريقة تفكير المصممين :

Questions	Answers
1. What does it mean to think like a designer? ماذا يعنى أن تفكر مثل المصمم ؟	- It means to create useful and creative ideas. ذلك يعنى أن تجد أفكار مفيدة ومبدعة.
2. Why did you choose these words? لماذا اخترت تلك الكلمات ؟	- Because designers explore ideas from different point of view. لأن المصممين يستكشفوا أفكار من وجهات نظر مختلفة.
3. How can thinking like a designer help people? كيف يمكن للتفكير بعقلية المصمم فى مساعدة الناس ؟	- It helps to provide easy lifestyle to some people. أنها تساعد فى توفير أسلوب حياة سهل و ممتع لبعض للأشخاص.

A discussion about design sprint :

مناقشة من جلسة تصميم :

Questions	Answers
1. Have you ever worked on a project where you had to solve a problem quickly ? هل سبق لك العمل على مشروع حيث كان عليك حل المشكلة بسرعة ؟	- Yes, I have worked on a project to organize an invention fair in one day only. نعم لقد عملت على مشروع لتنظيم معرض الاختراعات فى يوم واحد فقط .
2. Do you prefer working in a team or individually when solving problems? هل تفضل العمل فى فريق ام فرديًا عند حل المشكلات ؟	- I prefer to work in a team to have ideas from different point of view. أفضل العمل فى فريق للحصول على أفكار من وجهات نظر مختلفة.
3. How do you encourage others to give their ideas freely? كيف تشجع الآخرين لإعطاء أفكارهم بحرية ؟	- With brainstorming عن طريق العصف الذهنى.
4. What do you think the hardest part of a design sprint? ما هو أصعب جزء فى ورشة تصميم مكثفة فى رأيك ؟	- I think it's doing the task in a short time. أعتقد انه الانتهاء من المهمة فى وقت قصير.

III Language in use

1 Sequence adverbs ظروف التسلسل

- **Sequence adverbs help us organize the steps in a process.**

تساعدنا ظروف التسلسل على تنظيم الخطوات فى عملية ما.

First, / Firstly في البداية أولاً

* It means to begin with. تعنى فى البداية

Next, Then./ After that, التالى/ ثم / بعد ذلك

* means following this. معناها بعد هذا / التالي

Finally, / Lastly, / In conclusion, أخيرًا

* It means to end. معناها فى الختام / فى النهاية

2 Imperative" أسلوب الأمر :

Imperatives are commands we give to others.

جمل الأمر هى أوامر نعطيها للآخرين.

Positive Imperatives جمل الأمر المثبت

[Inf. مصدر الفعل] + باقى الجملة

- They tell someone to do something. تطلب من الشخص فعل شىء ما.

ex. Organize your time to have a successful life.

- Brainstorm as many ideas as possible.

Negative Imperatives جمل الأمر المنفى

Don't + [inf. مصدر الفعل] + باقى الجملة

- They tell someone not to do something.

تطلب من الشخص عدم القيام بشيء ما.

ex. Don't judge ideas during brainstorming.

Never + inf. ....

* We use "Never" instead of "Don't" to mean a powerful form of prohibition.

نستخدم "Never" بدلًا من "Don't" لتعنى شكلًا قويًا من اشكال الحظر.

- Never waste your time.

Exercises on Language in use

1. Choose the correct answer from a, b, c or d :

SB Exercises

1. .... , identify the problem by talking to users before doing anything.
   a. Finally b. Next c. First d. Then
2. .... as many ideas as possible during this stage.
   a. Brainstorm b. To brainstorm c. Brainstorming d. Brainstorms
3. .... afraid to share your craziest ideas.
   a. Don't b. Not be c. Don't be d. Are not
4. .... the problem clea rly before you try to solve it.
   a. Defining b. Define c. To define d. Defined

El-Moasser Exercises

5. .... , summarize your findings.
   a. Finally b. Conclusion c. After that d. First
6. .... your answer on the sheet provided.
   a. To write b. Writing c. Wrote d. Write
7. First, define the problem. .... , brainstorm many solutions.
   a. Finally b. In conclusion c. Then d. To begin with
8. .... the prototype with real users to get feedback.
   a. Testing b. To test c. Test d. Tested

2. Complete the sentences with the correct form of the word (s) in brackets :

SB Exercises

1. Please, ... **(not/judge)** ideas during the meeting
2. After your brainstorm, ... **(building)** a simple prototype.
3. .... **(Listening)** carefully to the user's feedback.
4. .... **(Not be)** afraid to make mistakes.

El-Moasser Exercises

5. .... **(Finally)** we need to understand the challenge before any step.
6. .... **(Firstly,)** our group presented the final solution.
7. .... **(To ask)** open-ended questions to the readers.
8. .... **(Involving)** your team in every step.

3. Rewrite the following sentences using the words in brackets :

1. Never waste your time. **(Don't)**

....

2. You should help your friends. **(Help)**

....

3. I advise you not to spend much time on screen. **(Don't)**

....

4. Always arrive early. **(Never)**

....

General Exercises

On Lessons 1 & 2

التقييمات اليومية
والأسبوعية والشهرية
فى نهاية الكتاب

1 Finish the following dialogue :

Laila is asking Soha about her favorite school activity.

Laila : Hi, Soha, how was your school day ?

Soha : It was great. (1) ....

Laila : School activities ! (2) .... ?

Soha : Things we do at school like drawing and acting.

Laila : (3) .... ?

Soha : My favorite school activity is drawing.

Laila : Does your teacher help you draw ?

Soha : (4) .... He's kind.

Laila : Do you like working in a team or alone ?

Soha : (5) .... Teamwork is useful.

2 Read and complete the text with words from the following list :

prototype - solution - practical - First - Finally - needs

To solve a problem, you should follow the design thinking process. (1) .... , you must understand the user's (2) .... Next, you brainstorm ideas and choose the most (3) .... one. After that, you build a simple (4) .... to test your idea before you create the final product.

3 Read the following text, then answer the questions :

The students in Grade 8 had a problem : their classroom was always messy. Pencils, papers, and books were often left on the floor. Their teacher challenged them to use design thinking to find a **solution**. First, the students talked about why the room was messy. They realized the main reason was that there was no good place to store their supplies.

Next, they had an ideation session. One student suggested a big box for everything. Another suggested new desks. A girl named Fatima had a practical idea: to create a small, stylish organizer that could hang on the side of each desk. The class loved this idea. For the next step, they created a simple prototype using a small cardboard box and some string. They tested it on one desk. It worked perfectly! Finally, the students used stronger materials to create an organizer for every desk in the class. The classroom was never messy again.

a. Choose the correct answer from a, b, c or d :

1. The main idea of this passage is " .... ".
   - a. How to clean a classroom quickly
   - b. Using design thinking to organize the classroom
   - c. The best materials for making boxes
   - d. Recycling materials
2. The underlined word "**solution**" is similar in meaning of ....
   - a. problem b. explanation c. argument d. conflict

b. Answer the following questions.

3. What was the main problem the students were trying to solve ?

   ....
4. In you opinion, why was Fatima's idea "practical" ?

   ....
5. Summarize the second paragrah in one sentence.

   ....
6. What does the underlined pronoun "it" refer to ?

   ....

4 Choose the correct answer from a, b, c or d :

1. A .... is a simple, early model of a design that is used for testing.
   - a. solution b. problem c. prototype d. point of view
2. The opposite of "simple" is ....
   - a. complex b. easy c. clear d. practical

3. Let's .... some ideas for our school project.

a. spend b. brainstorm c. solve d. wash

4. The main .... of a chair is to provide a place to sit.

a. function b. style c. prototype d. problem

5. A/An .... idea might seem unusual, but it could lead to a great innovation.

a. nervous b. crazy c. busy d. lazy

6. This solution is very .... and easy to use in real life.

a. hard b. impossible c. practical d. difficult

5 Complete the sentences with the correct form of the word (s) in brackets:

1. .... (**Not judge**) ideas during a brainstorm; every idea is welcome.
2. First, ... (**identifying**) the main problem by talking to users.
3. Please, ... (**not write**) your answer on the sheet of paper.
4. .... (**Brainstorming**) as many ideas as possible.
5. .... (**Not be**) afraid to fail; it's a part of the learning process.

6 Write a paragraph of One Hundred and Ten (110) words on :

مجاب عنه فى نهاية الكتاب

"The steps of the design thinking process to solve a problem."

....

....

....

....

....

....

....

....

....

....



SB page 77

Lesson 3 ▸ See through their eyes

⚠ تنويه : الدرس الرابع القصة المقررة فى نهاية الكتاب

I Vocabulary

Key Vocabulary

buddy (n)	صديق / رفيق	brainstorm (ed) (v)	يستثير الأفكار / يطرح الافكار
understand (v)	يفهم	newcomers (n)	الوافدين الجدد
challenge (n)	تحدى	design (n)	تصميم
confused (adj)	مرتبك - مشوش	problem (n)	مشكلة
real (adj)	حقيقى - واقعى		

Pop Quiz
تدريب تلقائى يهدف لإتقان المفردات اللغوية

- **Complete the following sentences using the words in the box :**

newcomers - buddy - confused - challenge - brainstorm

1. I felt .... during the first week of school because everything was so new.
2. The school welcomed .... with special party.
3. Learning a new language can be a .... , but it's exciting.
4. In the last class, we had to .... a new idea for reducing plastic waste.
5. My .... helped me study for the math test when I was feeling nervous.

Lesson 3 ▸ SB page 77

ideas (n)	افكار	break (n)	فتره راحه
student (n)	طالب	group (n)	مجموعة
closely (adv)	عن قرب/بعناية	notice (d) (v)	يلاحظ
nervous (adj)	متوتر	plan (n)	خطة
corner (n)	ركن	school map (n)	خريطة للمدرسة
important (adj)	هام	test (ed), (v) , (n)	يختبر/اختبار
confident (adj)	واثق	solutions (n)	حلول
curious (adj)	فضولى		

Conjugation of Irregular Verbs

تصريف الأفعال غير المنتظمة

Present المضارع		Past الماضى	P.P. التصريف الثالث
give	يعطى	gave	given
see	يرى	saw	seen
understand	يفهم	understood	understood
sit	يجلس	sat	sat
draw	يرسم	drew	drawn

Important Expressions & Prepositions

تعبيرات وحروف جر هامة

Expressions التعبيرات			
feel welcomed	يشعر بالترحيب	brainstorm ideas	يستثير الافكار
make life easier	يجعل الحياة أسهل	break-time corner	مكان للاستراحة
watch closely	يراقب عن قرب/بعناية	create a welcome buddy plan	ينظم خطة للترحيب بالأصدقاء
feel sorry	يشعر بالحزن	felt more relaxed	شعر بالاسترخاء اكثر
make the break time longer	يجعل فتره الراحة أطول		
Prepositions حروف الجر			
spent a day **with**	قضى يوماً مع	talk **to** his friends	يتحدث مع أصدقائه
during the break	خلال فترة الراحة	start **with**	يبدأ بـ
write **down**	يدون	hard **for**	صعب لـ
at the end	في النهاية	see **through** their eyes	يفهم من خلال أعينهم

Vocabulary Study

Synonyms and Antonyms

مترادفات ومتضادات

Word الكلمة		Synonym المرادف	Antonym /Opposite المضاد	
nervous	متوتر/ قلق	upset/worried	relaxed / calm	مسترخى
create	يبتكر/ يصمم	produce / invent / design	ruin / destroy	يتلف /يدمر
welcome	يرحب / يكتفى به	greet	reject/refuse	يرفض
buddy	صديق/ رفيق	friend/companion/mate	enemy /opponent	عدو / خصم
real	حقيقى/ واقعى	actual/true/factual	fake/false	مزيف

▶ Prefixes & Suffixes

مقاطع بادئة وناهية

Prefix / Suffix	Function الوظيفة	Examples أمثلة
- ous	يكون الصفة من الاسم	nervous متوتر
-ent	تكون الصفة من الكلمة	confident واثق

Exercise on Vocabulary Study

Choose the correct answer from a, b, c or d :

1. I welcomed my friend Adel at home. This means I .... him.
   a. greeted b. relaxed c. acted d. created
2. The word "buddy" has the same meaning as "............".
   a. enemy b. opponent c. brother d. friend
3. Good design starts with real people. "Real" can be replaced with ....
   a. untrue b. fake c. factual d. wrong
4. The suffix "–ous" makes a/an .... from the word "nerve".
   a. noun b. preposition c. adverb d. adjective

General Notes on Reading & Listening

1 stop
يتوقف - يمنع

* stop + (noun / v. + ing) يتوقف عن الشيء نهائيًا

▶ You should **stop smoking.**

* stop + (to + inf.) يتوقف ليفعل شئ آخر

▶ I **stopped to** drink some water.

* stop + (object) from (v. + ing) يمنع شخصًا من شيء

▶ She **stopped me from eating** more chips.

2 feel + (adj.) صفة
يشعر بـ (ويأتي بعدها صفة)

▶ SB Omar **felt sorry.**

▶ SB The new students smiled and **felt more relaxed.**

▶ SB What can help a new student **feel welcomed?**

Main points on Reading & Listening Texts

on Lesson 3 SB page 77

1. Omar's teacher gave the class a **challenge**(1) to make life easier for newcomers at school.
2. The teacher told Omar to understand how students feel first
3. Omar watched Karim **closely**(2) during the break.
4. Omar and his group **brainstormed**(3) ideas and created a "welcome **buddy**(4)" plan, a school map for new students, and a **break-time corner**(5) for newcomers.
5. They tested the idea, the new students smiled and felt more **relaxed**(6).

(1) تحدى	(2) عن قرب	(3) يستثير الأفكار
(4) صديق	(5) ركن وقت الراحة	(6) مسترخى

تنويه : الجمل السابقة تساعدك على التعامل أو كتابة فقرات إنشائية أخرى:

* How to help new students feel welcomed
* Designing things

II Skills

Reading and Listening

Pop Quiz
تدرب على ٩ من قطع الفهم ونصوص الاستماع

Reading

• on Lesson 3 SB page 77

See Through Their Eyes

Omar loved **designing**[1] things. One day, his teacher gave the class a challenge: "How can we make life easier for new students at school?" Omar had a few ideas, but his teacher stopped him. "First, see through their eyes," she said. "You need to understand how they feel." So Omar spent a day with a new student named Karim. He watched Karim closely. Karim didn't talk much. He looked **confused**[2] and **nervous**[3]. He didn't know where to sit or what to do **during the break**[4]. Omar felt sorry. He remembered how hard it was when he was new.

Later, Omar and his group wrote down everything they noticed. Then they brainstormed ideas. They created a "Welcome **Buddy**[5]" plan, a school map for new students, and a break-time corner for **newcomers**[6].

When they **tested the idea**[7], the new students smiled and felt more relaxed. Omar learned something important: Good design starts with real people-and **real feelings**[8]."

(1) تصميم (2) مرتبك (3) متوتر (4) أثناء الفسحة (5) صديق (6) وافدين جدد (7) يختبر الفكرة (8) مشاعر حقيقية

Exercise on Vocabulary

◉ **Choose the correct answer from a, b, c or d :**

▶ **Key vocabulary**

1. "..........." is the synonym of "worried".
   a. nervous b. relaxed c. calm d. excited
2. The new student looked .... and didn't know where to sit.
   a. happy b. confident c. relaxed d. confused
3. The teacher's .... was to find a way to make life easier for new students.
   a. challenge b. game c. match d. road

4. To "see through their eyes" means to .... how someone else feels.
a. ignore b. forget c. understand d. watch

SB Exercises

5. SB A close friend who helps you is a ....
a. newcomer b. user c. buddy d. student

6. SB To understand how someone else feels, you need to understand their ....
a. designs b. feelings c. maps d. ideas

7. SB When you arrive at a new place, you are a ....
a. buddy b. student c. newcomer d. teacher

8. SB The group decided to .... new ideas for their project.
a. feel b. welcome c. confuse d. brainstorm

El-Moasser Exercises

9. A "challenge" is something new and .... that requires effort.
a. easy b. simple c. difficult d. boring

10. The opposite of "relaxed" is ....
a. calm b. happy c. comfortable d. nervous

11. A "newcomer" is someone who has .... arrived in a place.
a. always b. recently c. never d. perviously

12. To "............" ideas is to come up with creative ideas.
a. point b. remind c. read d. brainstorm

Definitions

13. A task or situation that tests someone's abilities is a ....
a. solution b. feeling c. challenge d. design

14. .... is an emotional state or reaction is.
a. Feeling b. Idea c. Design d. Plan

15. Feeling worried or anxious means ....
a. relaxed b. confident c. nervous d. calm

16. Unable to think clearly means ....
a. confused b. clear c. sure d. happy

Language Notes, Expressions & Prepositions

17. Omar and his group wrote .... everything they noticed.
a. down b. up c. into d. with

18. Omar's challenge was to help new students .... welcomed.
a. deal b. take c. feel d. talk

19. Mr Ahmed used to talk .... his students friendly and closely.
a. on b. at c. to d. from

General Exercises On Lesson 3

التقييمات اليومية
والأسبوعية والشهرية
فى نهاية الكتاب

1 Finish the following dialogue :

Basem is a new student.

Basem : Excuse me, where's the science lab ?

Adel : It's upstairs next to class 2/C. (1) .... ?

Basem : Yes, I'm. I want to explore the school.

Adel : Don't worry. (2) ....

Basem : It's kind of you. (3) .... ?

Adel : We will start now. Here are the classes.

Basem : Where is the gym ?

Adel : It's next to the toilets. Are you interested in sport ?

Basem : Yes, I'm. (4) ....

Adel : Basketball ? What subjects do you like most ?

Basem : (5) ....

Adel : I hope you will like our school.

2 Read and complete the text with words from the following list :

challenge - feelings - brainstorm - practical - First - welcome

When a newcomer arrives at a school, it can be a difficult (1) .... for them. (2) .... , we should try to understand their (3) .... and make them feel (4) .... We can (5) .... ideas, like creating a "welcome buddy" system to help them.

3 Read the following text, then answer the questions :

A new student named Yousef joined Omar's class. Omar noticed Yousef was very quiet and looked **nervous**. During the break, Yousef sat alone. Omar's teacher had recently talked about the importance of emapthy, which is understanding how other people feel. She said, "To help some, you must first try to see the world through their eyes".

Omar remembered how he felt on his first day at a new school. He had been confused and lonely. So Omar decided to do something. He walked over to Yousef and said, "Hi, I'm Omar, Would you like me to show you where the library is ? It's really cool. "Yousef looked surprised, but then he smiled. He said yes. Omar showed him the library and introduced him to some of his friends. It was a simple act, but it made a big difference. Yousef felt much more relaxed and welcome. Omar learned that a little bit of empathy can be the solution to making a newcomer feel happy.

a. Choose the correct answer from a, b, c or d :

1. The main idea of the text is " .... ".
   a. A tour of the school library
   b. The importance of empathy for a newcomer
   c. A story about a quiet student
   d. How to make many friends
2. The underlined word "**nervous**" is synonymous with ....
   a. relaxed b. envious c. upset d. pleased

b. Answer the following questions :

3. How did the new student, Yousef, feel at first ?
   ....
4. What's the importance of empathy ?
   ....
5. Summarize the second paragraph in one sentence.
   ....
6. What do you think Omar and Yousef will do during the break tomorrow ?
   ....

4 Choose the correct answer from a, b, c or d :

1. The word "confident" is a/an ....
   a. adjective b. noun c. verb d. adverb
2. "Welcome" and "greet" are ....
   a. synonyms b. opposites c. antonyms d. adjectives
3. The teacher gave the class a .... to design a useful new product.
   a. feeling b. break c. challenge d. problem

4. First, ………… how new students feel before you design a solution.

a. design b. understand c. make d. talk

5. Our group will ………… some ideas for the project tomorrow.

a. feel b. relax c. brainstorm d. welcome

6. The friendly students made the new girl feel ………… .

a. welcomed b. nervous c. confused d. angry

5 Complete the sentences with the correct form of the word(s) in brackets :

1. ………… **[Talks]** to the users to understand their needs.
2. Please, ………… **[opening]** the door. It's hot.
3. Please, ………… **[not make]** a lot of noise in the classroom.
4. First, watch how people interact. ………… **[Finally]** , take notes.
5. ………… **[Being]** kind and help new students feel welcomed.

6 Write a paragraph of One Hundred and Ten (110) words on : مجاب عنه في نهاية الكتاب

"How we can make life easier for new students at school"

……………………………………………………………………………………

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SB pages 80 : 82

Lessons 5 & 6

- Let's talk
- Try, Learn, and Improve

I Vocabulary

Key Vocabulary

perfect (adj)	مثالي/تام	come up with	يبتكر / يتوصل إلى
process (n)	عملية (سلسلة من التغيرات)	steps (n)	خطوات
make sense	يكون له معنى / يحمل معنى	improve (d) (v)	يُحسن

Pop Quiz تدريب تلقائي يهدف لإتقان المفردات اللغوية

- **Complete the following sentences using the words in the box :**

perfect - steps - come up - prototype - process

1. The engineers designed a .... and tested it.
2. The solution Leen suggested was greatly .... for the problem.
3. The first .... in the process were the most important for success.
4. The .... of learning a new language takes time and patience.
5. She managed to .... with a creative idea for the project.

Lesson 5 ▸ SB pages 80 & 81

creative (adj)	مبدع / مبتكر	flow (ed) (v)	يفيض
simple (adj)	بسيط	naturally (adv)	طبيعيًا
model (n)	نموذج	series (n)	سلسلة
design thinking	التفكير التصميمي (الإبتكارى)	achieve (d) (v)	يحقق / ينجز
useful (adj)	مفيد	logically (adv)	منطقيًا
summarize (d) (v)	يلخص	invent (ed) (v)	يخترع
prototype (n)	نموذج أولي	ideal (adj)	مثالي

Lesson 6 ▶ SB page 82

include (d) (v)	يشمل - يتضمن	space (n)	فراغ / مسافه
colorful (adj)	ملون	hesitate (d) (v)	يتردد
reminder chart	مخطط للتذكير	trust (ed) (v), (n)	يثق / ثقة
feedback (n)	نتيجه / تغذية راجعة	effort (n)	مجهود
print (ed) (v)	يطبع		

Conjugation of Irregular Verbs تصريف الأفعال غير المنتظمة

Present المضارع		Past الماضي	P.P. التصريف الثالث
know	يعرف	knew	known
take	يأخذ / يستغرق	took	taken
come	يأتي	came	come
keep	يحافظ	kept	kept
get	يحصل على / يصبح	got	got
show	يوضح / يبين	showed	shown
teach	يعلم / يدرس	taught	taught
forget	ينسى	forgot	forgotten

Study these definitions ادرس هذه التعريفات

come up with	to invent or think of an idea or plan	يبتكر
make sense	logically correct; easy to understand	يحمل معنى
perfect	as good as possible; ideal	مثالي/تام
process	a series of steps or actions taken to achieve something	عملية
design thinking	a way to solve problems by doing some steps	التفكير الابتكاري

Vocabulary Study

▶ Synonyms and Antonyms مترادفات ومتضادات

Word الكلمة		Synonym المرادف	Antonym /Opposite المضاد	
perfect	مثالي / متقن	ideal / exact	imperfect	غير كامل

summarize يلخص	sum up / outline	lengthen يطول
fun متعة - تسليه	enjoyment/joy	boredom / depression ملل / اكتئاب
interest اهتمام	significance/concern	insignificance عدم اهتمام

▶ Prefixes & Suffixes مقاطع بادئة وناهية

Prefix / Suffix	Function الوظيفة	Examples أمثلة
-ly	تكون الظرف من الصفة	closely / naturally عن قرب
-er	تكون الاسم من الفعل	reminder تذكير / رسالة تذكير
proto-	(first) تعطى معنى أول	prototype نموذج أول
-ive	تكون الصفة من الفعل	active نشيط

Exercise on Vocabulary Study

⊙ Choose the correct answer from a, b, c or d :

1. The synonym of "perfect" is "..........".
   a. theoretical b. unrealistic c. ideal d. impossible
2. The suffix "proto" in "prototype" means ....
   a. first b. final c. again d. opposite
3. The verb "act" can be an adjective by adding the suffix "..........".
   a. -ness b. -ity c. -ive d. -al
4. "Enjoyment" and "boredom" are "..........".
   a. opposites b. antonyms c. a & b d. synonyms
5. The suffix "-ly" in "closely" makes it a/an ....
   a. noun b. adjective c. adverb d. proposition

General Notes on Reading & Listening

1 operation - process

* operation — عمليه جراحية / تشغيل [آله مثلًا]
  - The **operation** of the machine is very smooth.
  - My uncle had to have an **operation** because he had a sick heart.
* process — عملية [سلسلة من التغيرات]
  - SB Design thinking is a **process** where you improve your prototype many times.

2 practical / theoretical

* practical — عملى / تطبيقى
  - AI apps can give you **practical** advice.
* theoretical — نظرى - لا يمكن تطبيقه
  - Your idea is **theoretical**, we can't apply it.

3 come up with = invent = create — يبتكر / يخترع

- SB When you brainstorm ideas, this means **coming up with** many creative ideas.

4 steps - stairs

* steps — خطوات [لعمل شىء]
  - We are taking great **steps** to prevent pollution.
* stairs — درجات السلم
  - We had to carry the box up the **stairs.**

Important Expressions & Prepositions — تعبيرات وحروف جر هامة

Expressions التعبيرات			
make changes	يحدث تغييرات	flow naturally	يتدفق طبيعياً
do some steps	يقوم ببعض الخطوات	a little bit	قليلاً
take some time	يستغرق بعض الوقت	sounds fun	يبدو ممتعاً !
come next	يأتى بعد ذلك	build a simple prototype	يصمم / يكون نموذج أولى بسيط
I got it	لقد فهمت		
make a simple model	يصمم نموذج بسيط	it doesn't work	متعطل / لا يعمل
make it better = improve	يقوم بتحسينه / تطويره	trust your abilities	ثق فى قدراتك
keep improving	يواصل التطوير	aged 82	يبلغ من العمر ٨٢ عام
Prepositions حروف الجر			
solve .... by trying	يحل ... عن طريق المحاولة	worry about	يقلق بشأن
think of	يفكر فى	easy to understand	سهل الفهم
ask for	يطلب		

Main points on Reading & Listening Texts

on Lesson 5 SB page 80

Design Thinking

1. **Design thinking**(1) is a way to solve problems by doing some steps.(2)
2. It is important to understand the **users**(3) and what they need.
3. Be creative and don't worry about being **perfect**(4).
4. You should make a simple model or drawing called **prototype**(5).
5. You can improve your prototype many times by designing thinking.
6. Test your prototype to make it better and keep it **practical**(6) and useful.

(1) التفكير التصميمي	(2) خطوات	(3) مستخدمين
(4) تام / مثالي	(5) نموذج أولي	(6) عملي / تطبيقي

on Lesson 6 SB page 82

Help students remember homework.

1. The idea is to make a **colorful**(1) homework **reminder chart**(2). Every student keeps it in their desks.
2. We can test it by giving the chart to a group of students and ask them to use it for one week.
3. We will ask for **feedback**(3) from the students and teachers.
4. If the students like the idea, we will **print**(4) more charts.
5. If the students don't like the idea, we can change the design or add space for parents' notes.

(1) ملون	(2) مخطط للتذكير	(3) مردود/ملاحظات	(4) يطبع

تنويه : الجمل السابقة تساعدك على التعامل أو كتابة فقرات إنشائية أخرى:

* Design thinking
* The main steps of design thinking
* How to help students remember homework

II Skills

1. Reading and Listening

Reading

للمزيد من إتقان المهارات اللغوية
كراسة المعاصر للمهارات اللغوية

• on Lesson 5 SB page 80

Learning About Design Thinking

Amir : Hi Magdy, do you know what **design thinking** (1) is?

Magdy : Not really. What is it?

Amir : It's a way to solve problems by doing some **steps** (2). First, you must understand the users and what they need. This part might take some time, but it's important.

Magdy : Okay, what comes next?

Amir : Next, think of many ideas. Be creative and don't worry about being **perfect** (3).

Magdy : Got it. Then?

Amir : Then, you should make a simple model or drawing called a **prototype** (4).

Magdy : Is it okay if it's not perfect?

Amir : Yes! Design thinking is a **process** (5) where you improve your prototype many times.

Magdy : That **makes sense** (6). What happens after making the prototype?

Amir : Finally, **test** (7) it and ask people what they think. Then, fix it and make it better. Keep it **practical** (8) and useful.

Magdy : Thanks! So, first understand, then **brainstorm** (9), next make a prototype, and keep improving it.

Amir : **Exactly**! (10) If you do this, you might make something really great.

(1) التفكير التصميمي	(2) خطوات	(3) مثالي	(4) نموذج أولي	(5) عملية	(6) يحمل معنى	(7) يختبر	(8) عملي	(9) يطرح أفكار	(10) بالضبط

• on Lesson 5 SB page 81

Layla : Do you know what design thinking is?
Omar : A little bit. It's about solving problems, right?
Layla : Yes! First, you need to understand the people who will use your idea.
Omar : Okay, and then?
Layla : Then you brainstorm, which means coming up with many creative ideas.
Omar : Sounds fun!
Layla : After that, build a simple prototype and test it.
Omar : And if it doesn't work?
Layla : That's okay. The process can be improved, so you try again till it gets better.
Omar : Got it! Keep it practical and useful.

2. Speaking

مهارة التحدث

A Conversation tip about design thinking

نصائح عند التحدث عن التخطيط التصميمى (الابتكارى).

- Ask questions to keep the conversation clear and active.

- اطرح أسئلة لجعل المحادثة واضحة.

- When you're learning something new, like design thinking, it's helpful to ask questions like «What's next?» or «Is it okay if ...?»

- عندما تتعلم شيئًا جديدًا، مثل التفكير التصميمى فمن المفيد طرح اسئله قبل «ما التالى؟» أو «هل من الممكن أن ..... ؟»

- This shows you're interested and helps you understand better.

- هذا يظهر انك مهتم ويساعدك على الفهم بشكل أفضل.

- It also keeps the talk flowing naturally.

- كما انه يجعل الحديث يتدفق بشكل طبيعى.

B Real Talk Tip

بعد قراءة المحادثة فى (الكتاب المدرسى صفحة ٨١) اتبع النصائح التالية :

- Repeat key words to show you're listening and learning.

- ردد الكلمات الرئيسية لتظهر انك تستمع وتتعلم .

- When someone teaches you something new, repeating important words like "prototype" in your reply helps you understand and remember.

- عندما يعلمك شخصًا ما شيئًا جديدًا، تكرار كلمات هامة مثل (prototype) فى ردك يساعدك على الفهم والتذكر

- It also shows interest and keeps the conversation flowing naturally.

- كما انه يبدى اهتمامًا ويجعل المحادثة متدفقة بشكل طبيعى.

3. Writing
مهارة الكتابة

A Writing tips about a problem / solving process

- Ask questions to keep the conversation clear and active.

نصائح الكتابة عن مشكلة / عملية حل مشكلة

- Start with the problem: explain what issues your group wants to solve.

ابدأ بالمشكلة: اشرح القضايا التى تريد مجموعتك حلها

- State your idea or solution: use phrases like
  " ...... We decided ..... " / "Our idea is to"

اذكر فكرتك أو حلك: استخدموا عبارات مثل :

- Explain how you will test the idea :

اشرح كيف ستختبر الفكرة :

• We will test by: ....

سوف تختبر الفكرة عن طريق

- telling the feedback

سرد النتائج

- Describing how you will improve it.

وصف كيفية تحسينها

If the students like it, we will ....

إذا اعجب الطلاب بالفكرة .... فسوف

If the students don't like it, , we can change ....

إذا لم يعجب الطلاب بالفكرة، فسوف نقوم بتغيير ....

B Writing

- Read and complete with sequence adverbs.

اقرأ واكمل بكلمات التسلسل المناسبة

Helping Students Remember Homework

(1) .... , our group wants to solve the problem of students forgetting their homework. Our idea is to make a colorful homework reminder chart that students can keep in their desks. (2) ...., we will test it by giving the chart to a group of students and ask them to use it for one week. (3) ...., we will ask for feedback from the students and teachers. If students like it, we will print more charts. (4) ...., if they don't, we can change the design or add space for parents' notes.

Your task

دورك الآن فى الكتابة

• Write a short review of about (110) words describing your group's design project.

....

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

Key vocabulary

1. Design thinking is a .... where you improve your prototype many times.
a. product b. process c. printer d. result
2. It's important to keep your design .... and useful.
a. complicated b. difficult c. practical d. crazy
3. After you test the prototype, you can .... it and make it better.
a. sell b. buy c. fix d. break
4. Before you make a decision, you should consider the problem from every point of ....
a. need b. process c. prototype d. view
5. You might make something really .... if you follow the design thinking steps.
a. bad b. wrong c. perfect d. small

SB Exercises

6. Magdy learns that it's okay if the first .... is not perfect. It's still a simple model.
a. view b. prototype c. operation d. process
7. To keep the talk flowing, we ask questions like "What's .... ?"
a. first b. last c. next d. before
8. It is important to find a .... to every problem.
a. solution b. user c. challenge d. view

El-Moasser Exercises

9. "To ...." means to give a brief statement of the main points.
a. summarize b. reply c. define d. scan
10. If something is "practical," it is concerned with .... situations rather than ideas.
a. imaginary b. theoretical c. factual d. crazy
11. The word "process" refers to a series of .... taken to achieve an end.
a. steps b. problems c. results d. ideas
12. To "improve" something means to make it ....
a. worse b. better c. smaller d. bigger

▸ Definitions

13. A series of actions or steps taken in order to achieve a particular end is a/an ....

a. process b. product c. result d. idea

14. To "mend" or "repair" something is to .... it.

a. break b. fix c. destroy d. sell

15. A difficulty or problem that needs to be overcome is a/an ....

a. solution b. success c. challenge d. ease

▸ Language Notes, Expressions & Prepositions

16. When you improve your prototype many times, it .... sense.

a. does b. sees c. makes d. keeps

17. You should .... improving your prototype.

a. keep b. play c. stop d. deal

General Exercises

On Lessons 5&6

التقييمات اليومية والأسبوعية والشهرية فى نهاية الكتاب

1 finish the following dialogue :

A teacher is asking Nada about her group's design project.

Teacher : Hello Nada. Have you finished your design project ?

Nada : (1) .... We presented it yesterday.

Teacher : Excellent. What was the main challenge you were trying to solve ?

Nada : (2) .... Our classroom felt very crowded.

Teacher : That's an interesting problem. (3) .... ?

Nada : Next, we brainstormed ideas and designed a new layout for the desks.

Teacher : (4) .... ?

Nada : Yes, it was very practical. We made a small model first to test it.

Teacher : It sounds like you did a great job.

Nada : (5) .... We learned a lot from the process.

2 Read and complete the text with words from the following list :

pracitcal - understand - view - perfect - Next - Finally

Creating a new product is a long process. First, you must (1) .... the problem from the user's point of (2) .... (3) .... , you make a simple model to test your idea. Your don't need it to be (4) .... at this stage. The goal is to learn and improve.

3 Read the following text, then answer the questions :

Our group wanted to solve the problem of students feeling lonely during break time. First, we defined our challenge: how can we help students make new friends? We closely observed the playground and saw that some students, especially new ones, often stood alone, looking confused.

Next, we brainstormed several solutions. We finally decided on the "Buddy Bench" idea. Our prototype was a simple bench that we painted bright blue. We put up a sign that said, "Sit here if you're looking for a **buddy** to play with." We tested it for one week. We asked for feedback from students and teachers. If students liked it, we planned to add more benches. The feedback was amazing! Students said the bench made it easier to start conversations. Our solution was practical and really helped. This project taught us that small, simple ideas can solve big challenges.

a. Choose the correct answer from a, b, c or d :

1. What was the main problem the group wanted to solve ?
   a. Students forgetting their homework.
   b. Students feeling lonely during breaks.
   c. The playground being too small.
   d. Teachers not giving enough feedback.
2. What was the group's final solution ?
   a. A new playground schedule.
   b. A homework reminder chart.
   c. A colorful "Buddy Bench".
   d. A new game for students to play.
3. The underlined word "**buddy**" means ....
   a. friend b. dentist c. driver d. style

b. Answer the following questions :

4. What was the first step the group took to solve the problem ?
   ....
5. What does the writer mean by "Our prototype was a simple bench" ?
   ....
6. Summerize the first paragraph in one sentence.
   ....

4 Choose the correct answer from a, b, c or d :

1. The suffix in the word "useful" makes it a/an ....
   a. verb b. noun c. adverb d. adjective
2. The whole design .... takes time but it is very important.
   a. need b. process c. challenge d. comfort

3. One of the biggest .... we faced was a lack of time.

a. solutions b. reviews c. feedbacks d. challenges

4. After the presentation, the teacher gave us some useful ....

a. feedback b. challenges c. problems d. prototypes

5. The opposite of "interest" is ....

a. signficance b. importance c. concern d. insignificance

6. The new student was shy and looked a bit ....

a. practical b. happy c. confused d. crazy

5 Complete the sentences with the correct form of the word(s) in brackets :

1. First, ... [asks] the users what they need.
2. If students like the idea, ... [printed] more charts.
3. .... [Brainstorming] as many ideas as possible. Don't stop.
4. Finally, ... [writes] a short review of your project.
5. Please, ... [defined] the problem clearly in the first sentence.

6 Write a review of One Hundred and Ten(110) words on : مجاب عنه في نهاية الكتاب

"Your group's design project"

....

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Review on unit 5

Vocabulary	Language	Speaking
Lessons 1 & 2 designer مصمم point of view وجهة نظر prototype نموذج اول creativity ابداع curiosity فضول - حب استطلاع solutions حلول stylish ظريف / أنيق schedule جدول مواعيد practical عملى / تطبيقى crazy مجنون ideation توليد أفكار **Lesson 3** buddy صديق real حقيقى confused مشوش / مرتبك nervous متوتر confident واثق **Lessons 5 & 6** steps خطوات perfect مثالى - كامل process عملية make sense يجعل له معنى design thinking التفكير الابتكارى come up with يخترع - يبتكر	**1. Sequence adverbs** ظروف التسلسل وتستخدم عند تنظيم خطوات عملية - First / Firstly: اولاً - Next / Then / After that التالى / ثم / بعد ذلك - Finally / lastly / in conclusion فى النهاية **2. Imperative** صيغة الأمر Positive [Inf. مصدر الفعل] + باقى الجملة **ex. Brainstorm** as many ideas as possible. Negative [Don't + inf. مصدر الفعل] Never + [inf. مصدر الفعل] **ex. Don't judge** ideas during brainstorming. - **Never waste** your time.	**Present a solution idea** تقدم فكرة حل لمشكلة ما **A: What does design thinking mean ?** **B:** It means caring about people and imagining better solutions. **A: What is the first step in design thinking process ?** **B:** You must understand the users and what they need.

Skills 1 Reading Comprehension

Guessing the meaning of vocabulary in context

? تختبر أسئلة قطعة الفهم مهارة تخمين معنى مفردة لغوية فى النص.

◄ اقرأ وقم بالإجابة.

► Read the following text, then answer the questions :

Omar and his group wrote down everything they noticed. Then they brainstormed ideas. They created a "Welcome **Buddy**" plan, a school map for new students, and a break-time corner for newcomers.

When they tested the idea, the new students smiled and felt more relaxed. Omar learned something important: Good design starts with real people-and real feelings.

- The underlined word "**buddy**" has the same meaning of............... .

a. enemy
b. criminal
c. friend
d. gang

التحدى قد تجد صعوبة فى تخمين معنى مفردة لغوية فى النص.

مفتـاح الحل عند قراءة الفقرة تجد أنـه يمكن تخمين معنى مفردة لغوية فى النص.

2 Speaking

Design thinking

? يختبر سؤال المحادثة (dialog) قدراتك للتعبير عن مواقف معينة.

◄ اقرأ وقم بالإجابة.

► Complete the following dialog :

Layla : Do you know what design thinking is ?

Omar : (1) .... It's about solving problems, right?

Layla : (2) .... First, you need to understand the people who will use your idea.

Omar : Okay, (3) .... ?

Layla : Then you brainstorm, which means coming up with many creative ideas.

Omar : (4) .... !

Layla : After that, build a simple prototype and test it.

Omar : (5) .... ?

Layla : If it doesn't work, the process can be improved, so you try again till it gets better.

Omar: Got it! Keep it practical and useful.

التحدى تريد السؤال عن (التفكير الإبتكارى) وتجد صعوبة فى تكوين أسئلة والرد عليها.

مفتـاح الحل يجب عليـك معرفة قدر كاف من الأسـئلة والردود عن الموضوع.

General Exercises on unit 5

التقييمات اليومية
والأسبوعية والشهرية
فى نهاية الكتاب

1 Finish the following dialogue :

Reem is asking Mai about a model she's making.

Mai : Hi, Reem.

Reem : Hi, Mai you seem busy. (1) .... ?

Mai : (2) ....

Reem : A kite ? (3) .... ?

Mai : I'm making it for my little sister.

Reem : Why do you make her a kite ?

Mai : (4) ....

Reem : Really ? Being a pilot is the dream of the teens.

Mai : Yes. (5) ....

Reem : That's fantastic. I like flying, too.

2 Read and complete the text with words from the following list :

practical - prototype - Finally - solutions - First - stylish

When you want to create something new, it's good to follow a process. (1) .... , you must understand the problem. Next, you brainstorm many different (2) .... Then, you should build a simple (3) .... to see if your idea is (4) .... Finally, you test it with users and improve it based on their feedback.

3 Read the following text, then answer the questions :

Sara's team was given a challenge : to make the school library a better place for students. First, they decided to talk to the users–the students. They found out that students felt the library was **<u>messy</u>** and it was hard to find books. The team then had a brainstorm session. They came up with many ideas, like creating a new online system or just reorganizing the shelves.

They decided that the most practical solution was to create new, colorful signs and a simple map. For their prototype, they made one new sign and a hand-drawn map. They tested it by asking five students to find a specific book. The feedback was very positive; the students found the book much faster. Finally, the team presented their successful idea to the school principal. They learned that even a simple solution can make a big difference if it is designed for the people who will use it.

a. Choose the correct answer from a , b , c or d :

1. What is the main idea of the text ?
   a. How to borrow books.
   b. A team using design thinking to solve a problem.
   c. The duties of a school principal.
   d. The importance of drawing maps.
2. The underlined word "**messy**" can be replaced by ....
   a. tidy   b. neat   c. not clean   d. organized

b. Answer the following questions :

3. What was the problem in the school library ?
....
4. What was the team's prototype ?
....
5. How did the team test their idea ?
....
6. What do you think the team will do next ?
....

4 Choose the correct answer from a , b , c or d :

1. A simple model of a design that is used to test it is a ....
   a. prototype   b. point of view   c. solution   d. function
2. This jacket is very .... , it keeps me warm and has lots of pockets.
   a. stylish   b. crazy   c. impractical   d. imperfect
3. The word "practical" is the opposite of "............".
   a. useful   b. unrealistic   c. creative   d. simple
4. We can form a noun from the verb "solve" by adding the suffix "............".
   a. -ing   b. -er   c. -ment   d. -ution
5. Let's .... some ideas for the project before we start.
   a. test   b. define   c. brainstorm   d. empathize
6. She always considers things from a different point of ....
   a. need   b. view   c. solution   d. process

5 Complete the sentences with the correct form of the word(s) in brackets :

1. First, ... [to talk] to your users to understand their needs.
2. .... [Not be] afraid to make mistakes; they are part of learning.
3. After that, ... [creates] a simple model to test your idea.

4. Please, ... [listening] carefully to the instructions.

5. Finally, ... [getting] feedback from people to improve your design.

6 Rewrite the following sentences using the words in brackets :

1. Don't laugh at your friends. **(Never)**

....

2. You shouldn't touch the ancient objects. **(Don't)**

....

3. The last step is to turn off the lights. **(Finally)**

....

7 The story

a. Read and write (T) True or (F) False.

1. The garden project only changed the playground. ( )
2. Amal quit the project and never returned. ( )

b. Read and complete the sentences with words in the box :

impact - trust - agriculture

1. Nancy developed an interest in ....
2. The garden had a positive .... on the school community.

8 Write a paragraph of One Hundred and Ten (110) words on :

مجاب عنه في نهاية الكتاب

"Using the design thinking process to solve a problem"

....

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Unit
SIX

Why do We Like Stories?



SB pages 85 : 99

Learning outcomes :

- **Reading :**
  - Identify main ideas and details in informational and fictional texts about stories
  - Understand the elements of a story (setting, conflict, climax, solution)
  - Recognize the purpose of stories in shaping thinking and values
- **Listening :**
  - Understand main ideas and details in conversations about stories
  - Identify how stories can help in real-life situations through listening tasks
- **Speaking :**
  - Retell stories using sequence words clearly
  - Share opinions on the value of stories and what students have learned from them
  - Present a personal story clearly and confidently
- **Writing :**
  - Write a short narrative story using correct sequence words and tenses
  - Use target vocabulary related to stories in writing
  - Plan and structure stories with a clear beginning, middle, and end
- **Language :**
  - Use reported speech to retell what others have said
  - Apply the present simple and past simple accurately in storytelling
  - Use sequence words to structure oral and written narratives



SB pages 86 : 89

Lessons 1 & 2

- The power of stories
- The story that helped me

I Vocabulary

Key Vocabulary

moral (adj) (n)	أخلاقى / درس أخلاقى	debate (n)	مناظرة / جدال
empathy (n)	تعاطف	recommendation (n)	توصية / اقتراح
conflict (n)	صراع / نزاع	character (n)	شخصية [فى قصة]
critically (adv)	بشكل نقدى	influence (d) (v)	يؤثر على
spark (ed) (v)	يثير / يطلق شرارة	respectful (adj)	مُحترم للآخرين
aware (adj)	واعٍ / مدرك	develop (ed) (v)	يطور / ينمى
various (adj)	متنوع / مختلف	emotional (adj)	عاطفى
honestly (adv)	بصدق / بصراحة	point of view	وجهة نظر
unfair (adj)	غير عادل / ظالم	mentally (adv)	عقليًا / ذهنيًا
stuck (adj)	عالق / محتار	narrative story	قصة سردية

Pop Quiz تدريب تلقائى يهدف لإتقان المفردات اللغوية

- **Complete the following sentences using the words in the box :**

conflict - point of view - moral - empathy - aware

1. Every good story has a .... that the main character must solve.
2. Reading helps us see the world from a different ....
3. The .... of the story was "Honesty is the best policy".
4. She felt .... for the sad character in the movie.
5. I am .... that reading stories can make me a better person.

Lesson 1 ▶ SB pages 86 & 87

shaping (n)	تشكيل	lifestyles (n)	أساليب حياة
minds (n)	عقول	choices (n)	اختيارات
respond (ed) (v)	يستجيب / يرد	enjoyable (adj)	ممتع
reflect (ed) (v)	يتأمل / يفكر بعمق	entertain (ed) (v)	يسلى / يمتع
wiser (adj)	أكثر حكمة	emotionally (adv)	عاطفيًا
benefit (n)	فائدة	powerful (adj)	قوى - ذو نفوذ
awareness (n)	وعى	understanding (adj)	مراع / متفهم
valuable (adj)	ذو قيمة	ability (n)	قدرة

Lesson 2 ▶ SB pages 88 & 89

disagree (d) (v)	يختلف - يرفض	advice (n)	نصيحة
react (ed) (v)	يتفاعل / يرد	speech (n)	حديث / خطاب
argument (n)	جدال / حجة	ignore (d) (v)	يتجاهل

Study these definitions

ادرس هذه التعريفات

aware	knowing or noticing something	واع / مدرك
critically	in a careful and thoughtful way; not just accepting things as they are	بشكل ناقد
spark	to start or cause something to happen	يعطى اشارة البدء / شرارة
moral	is related to what is right or wrong in behavior	أخلاقى
empathy	the ability to understand and share someone else's feelings	تعاطف
various	different kinds or types; many and not the same	متنوع / عديد

Collocations

متلازمات لفظية

solve	a conflict	يحل صراعًا / نزاع	**develop**	empathy	ينمى التعاطف
teach	a moral	يعلم درسًا أخلاقيًا	**spark**	imagination	يثير الخيال

Vocabulary Study

Synonyms and Antonyms مترادفات ومتضادات

Word الكلمة		Synonym المرادف	Antonym /Opposite المضاد	
improve	يحسن / يطور	enhance / upgrade / develop	damage / harm	يضر / يتلف
respond	يستجيب / يرد	answer / react	ignore	يتجاهل
various	عديد / مختلف	numerous	similar	متشابه
moral	أخلاقي / جيد	just / good	unjust / immoral	غير اخلاقي / سيء
empathy	تعاطف	sympathy	indifference	عدم اهتمام / لامبالاة
conflict	صراع / خلاف	disagreement / opposition	agreement / peace	سلام / اتفاق
end	نهاية / خاتمة	conclusion	beginning / start	بداية
spark	يحفز /يثير	stimulate / stir / inspire	discourage	يحبط / يمنع
aware	واع / مدرك	wise / informed / knowledgeable	unaware /ignorant	جاهل / غير واع
fair	عادل / منصف	reasonable / just	unfair / unjust	ظالم / غير عادل

Prefixes & Suffixes مقاطع بادئة وناهية

Prefix / Suffix بادئة / ناهية	Function الوظيفة	Examples أمثلة	
-ous	تكون الصفة من الفعل	various	عديد/مختلف/متنوع
-al	تكون الصفة من الاسم	emotional	عاطفي
-ly	تكون الظرف	emotionally	عاطفيا
		critically	نقديا
-able	تكون الصفة من الفعل	enjoyable	ممتع
		valuable	ذو قيمه
-ful	تكون الصفة من الاسم	powerful	قوي
-ize	تكون الفعل من الاسم	memorize	يحفظ - يتلقن
-tion	تكون الاسم من الفعل	imagination	تخيل / خيال
-ment	تكون الأسم من الفعل	argument	جدال /نقاش حاد

Exercise on Vocabulary Study

Choose the correct answer from a, b, c or d :

1. The suffix " .... " changes the noun "emotion" into an adjective.
   a. -ic b. -y c. -al d. -ous

2. We add the prefix " .... " to the word "fair" to get its opposite.
   a. in- b. un- c. im- d. dis-
3. The suffix "-ful" turns the word "power" into a/an " .... ".
   a. adjective b. verb c. noun d. preposition
4. We can make a noun from the word "imagine" by adding the suffix " .... ".
   a. –ion b. –tion c. –est d. –ing
5. The antonym of the word "empathy" is " .... ".
   a. compassion b. understanding c. indifference d. sympathy
6. The opposite of the word "aware" is " .... ".
   a. wise b. mindful c. informed d. unaware
7. The synonym of the word "various" is " .... ".
   a. the same b. single c. different d. uniform
8. The word "conflict" has the opposite meaning of " .... ".
   a. struggle b. disagreement c. peace d. fight
9. "Fair" is a synonym for " .... ".
   a. numerous b. unjust c. just d. unequal

General Notes on Reading & Listening

1 point of view / viewpoint
وجهة نظر / رأى شخصى

- Talking to others can help to form your own **point of view / viewpoint.**

2 argument / debate

* **argument (n)** جدال / خلاف
   - After a big **argument**, Leen and Rokaya reached an agreement to share the same bedroom.
* **debate (n)** مناظرة [تعتمد على الحجة والدليل]
   - During the **debate**, someone strongly disagreed with Toka's opinion.

3 moral

* **moral (n)** الدرس المستفاد - المغزى الأخلاق [من قصة أو فيلم]
   - The stories of Goha have a lot of **morals.**
* **moral (adj) + noun** أخلاق / معنوى [متعلق بالمبادئ]
   - Children must be brought up on **moral** values.

4 character - personality

* character — شخصية (فى فيلم أو رواية ... إلخ)
  - I love spongepop as a cartoon **character**.
* personality — شخصية (السمات التى تكون الشخصية)
  - His daughter has a strong **personality**.

Important Expressions & Prepositions — تعبيرات وحروف جر هامة

Expressions التعبيرات			
go through	يستعرض / يمر بـ	become wiser	يصبح أكثر حكمة
solve conflicts	يحل الصراعات / الخلافات	increase awareness	يزيد الوعى
make decisions	يتخذ قرارات	stay calm	يبقى هادئًا
two years before	منذ عامين / قبل عامين	during the debate	أثناء المناظرة
grow mentally	ينمو ذهنيًا / عقليًا		
Prepositions حروف الجر			
respond to	يستجيب لـ	defined as	يُعرف كـ
in the end	فى النهاية	disagree with	يختلف مع (شخص)
aware of	واعٍ لـ / مدرك	interested in	مهتم بـ
related to	مرتبط بـ		

Main points on Reading & Listening Texts

on Lesson 1 SB page 86

1. Stories help us understand the world and face **challenges**[1] and see how we **respond to**[2] difficult situations.
2. Reading develops **empathy**[3] by showing us different points of view, cultures, and lifestyles.
3. Watching characters solve conflicts helps us think critically about our own choices.
4. Stories **spark imagination**,[4] make learning enjoyable, and teach important life skills.
5. Reading helps us grow **mentally**[5] and **emotionally**,[6] making us wiser.

(1) يواجه تحديات	(2) يستجيب لـ	(3) تعاطف
(4) يثير الخيال	(5) ذهنيًا	(6) عاطفيًا

on Lesson 2 SB page 88

1. Ali participated in a class debate and felt angry when someone **disagreed with**[1] him.
2. A story he had read about **staying calm**[2] in **arguments**[3] influenced his reaction.
3. The story taught him to be calm and **respectful**[4] instead of shouting.
4. Omar becomes interested in reading after hearing how a story helped Ali.
5. The conversation shows that stories can provide **practical**[5] lessons for **real-life**[6] situations.

(1) يختلف مع	(2) يبقى هادئًا	(3) جدل / خلافات
(4) يتسم بالاحترام	(5) عملى	(6) واقعى

تنويه : الجمل السابقة تساعدك على التعامل أو كتابة فقرات إنشائية أخرى:

* The benefits of reading stories
* How a story can influence your actions and feelings
* How stories can teach moral lessons

II Skills

1. Reading and Listening

Pop Quiz
تدرب على ٩ من
قطع الفهم
ونصوص الاستماع

Reading

on Lesson 1 SB page 86

Stories shape our Thinking

Reading stories can greatly improve the way we think and understand the world around us. Through stories, we enter the **minds**[1] of different characters, face their challenges, and see how they respond to **difficult situations.**[2] This allows us to **explore**[3] **various**[4] types of problems-**emotional**,[5] **social**,[6] or even **moral**[7]-without having to go through them ourselves.



Stories also introduce us to different **points of view**,[8] cultures, and lifestyles. As we read, we begin to develop **empathy**[9] and learn that problems can have more than one solution.

Seeing how characters solve **conflicts**[10] or make decisions helps us think about our own lives and think **critically**[11] about our choices.

Moreover, stories spark our imagination and make learning more enjoyable. We often remember lessons better when they are part of a story. That's why many of us love reading stories-they entertain us, teach us important life skills, and help us grow **mentally**[12] and emotionally. In the end, reading stories is not just fun; it's also a **powerful way**[13] to become wiser and more **aware of**[14] the world.

(7) اخلاقي	(6) اجتماعي	(5) عاطفي	(4) عديد	(3) يستكشف	(2) مواقف صعبة	(1) عقول
(14) واعٍ لـ	(13) طريقة قوية	(12) ذهنيًا	(11) نقديًا	(10) صراعات	(9) تعاطف	(8) وجهة نظر

Answer the following questions.

- Extracting information.

Learn 1. What are the benefits of reading stories?
- Reading stories can greatly improve the way we think and understand the world around us.

Practice 2. Why do many people enjoy reading stories?
....

Listening

• on Lesson 2 SB page 88

Omar : Hey Ali, you looked really calm during the class **debate**(1) today. I thought you'd be **nervous**(2) about speaking up.

Ali : Honestly, I was nervous at first. But I remembered a story I read last month that helped me.

Omar : Really ? What was it ?

Ali : It was a **narrative story**(3) where the main character stayed calm and **respectful**(4) even when people were being unfair. That **stuck**(5) with me.

Omar : So how did that help you today ?

Ali : Well, during the debate, someone strongly disagreed with me. Normally, I might get upset. But I took a deep breath and responded **calmly**(6).

Omar : That's smart. So reading that story actually helped you in real life.

Ali : Exactly. It taught me that staying respectful and calm can make your **argument**(7) stronger. Stories can really teach you more than you expect.

Omar : I guess I need to read more ! Do you have any recommendations ?

(1) جدال
(2) عصبي / متوتر
(3) قصة سردية
(4) جدير بالاحترام
(5) عالق / متحير
(6) بهدوء
(7) خلاف / جدال

Exercise on Vocabulary

⊙ **Choose the correct answer from a, b, c or d :**

▸ **Key vocabulary**

1. Good stories teach us important life lessons or have a ....
   a. moral b. problem c. character d. conflict
2. Seeing how characters solve .... helps us think about our own choices.
   a. benefits b. conflicts c. stories d. books
3. Stories can .... our imagination and make learning more enjoyable.
   a. stop b. spark c. reduce d. end
4. It's important to think .... about the choices we make and give our opinions.
   a. emotionally b. badly c. critically d. slowly
5. His teacher gave him some .... on how to be a better speaker.
   a. problems b. conflicts c. recommendations d. debates

SB Exercises

6. SB Reading stories helps us become wiser and more .... of the world.
 a. afraid b. tired c. aware d. bored

7. SB Many people love reading stories because they .... them.
 a. entertain b. play c. destroy d. damage

8. SB Through stories, we enter the .... of different characters.
 a. pandas b. minds c. subjects d. solutions

9. SB Stories introduce us to different .... of view, cultures, and lifestyles.
 a. points b. grades c. degrees d. bits

El-Moasser Exercises

10. "Empathy" is the ability to .... another person's feelings.
 a. ignore b. understand c. dislike d. change

11. A conflict" is a serious .... or argument.
 a. agreement b. story c. disagreement d. character

12. Reading stories develops our .... and creativity.
 a. points b. roads c. imagination d. ways

Definitions

13. We should be .... of the challenges we face everyday.
 a. aware b. careless c. happy d. careless

14. To start or cause something to happen is to ....
 a. stop b. end c. spark d. prevent

15. In a careful and thoughtful way means ....
 a. quickly b. critically c. happily d. angrily

Language Notes, Expressions & Prepositions

16. Ahmed Zaki acted out the .... of president Sadat perfectly.
 a. personality b. debate c. conflict d. character

17. When you .... mentally, you can make wise decisions.
 a. grow b. decline c. relate d. define

2. Speaking مهارة التحدث

The importance of Reading stories : أهمية قراءة القصص :

Stimulus	Response
A : Is reading stories useful? - هل قراءة القصص مفيدة ؟	B : Of course. - نعم بالطبع.
A : Why is reading stories important ? - لماذا قراءة القصص مهمة ؟	B : Reading stories can greatly improve the way we think and understand the world around us. - قراءة القصص يمكن ان تحسن الطريقة الق نفكر بها ونفهم بها العالم من حولنا
A : How is reading stories important in learning, developing imagination and personality? - كيف تكون قراءة القصص هامه في تعليم وتنمية الخيال والشخصية ؟	B : Stories spark our imagination and make learning more enjoyable. - القصص تثير الخيال وتجعل التعلم اكثر متعه. B : We often remember lessons better when they are part of a story. - نحن غالبًا ما نتذكر الدروس افضل عندما تكون جزءاً من قصة.
A : What do you enjoy most about stories? - بماذا تستمتع اكثر عن القصص ؟	B : I enjoy learning from characters' mistakes and discovering new ideas. - أنا استمتع بالتعلم من أخطاء الشخصيات واكتشاف أفكار جديدة.

III Language in use

Reported Speech الكلام غير المباشر

الكلام المباشر "Direct Speech" هو الكلام الذى يأتى على لسان شخص ما مباشرة أو نصًا ويكون الكلام موضوعًا بين علامتى تنصيص "..... ":

- "I am ill.", said Ali.

الكلام الغير مباشر "Reported Speech" هو الكلام الذى ينقله شخص ما عن شخص آخر. ولا يوضع الكلام غير المباشر بين علامتى تنصيص :

- Ali said (that) he was ill.

Statement ← الجملة الخبرية :

Speaker	فعل القول	(that)	subject	Past Simple	باقي الجملة
المتحدث	• said قال • explained فسر • reported أبلغ • told أخبر + object مفعول		الفاعل	فعل ماضي	
Ali +		that +	he +	was +	ill.
الشخص الذى قال الكلام المباشر	لاحظ أن told : لابد أن يتبعها مفعول	يمكن حذفها	يتم تحويل الضمائر بما يتناسب مع المتكلم والمخاطب	يتحول الزمن إلى الأبعد	

خطوات تحويل الجملة الخبرية إلى غير المباشر :

١ تحويل فعل القول كالتالي :

said to تحول إلى → told	said تبقى كما هي → said
say to / says to تحول إلى → tell / tells	say / says تبقى كما هي → say / says

لاحظ الفرق بين told / said

said لا يأتى بعدها مفعول

ex. Ali said, "I like rice." → Ali said that he liked rice.

told لابد أن يأتى بعدها مفعول

ex. "I like rice." Ali said to me. → Ali told me that he liked rice.

لاحظ تحويلات أخرى لفعل القول :

◀ يمكن تحويل فعل القول إلى **promised / explained / admitted** حسب مضمون الكلام داخل الأقواس ولا يأتى بعدهم مفعول.

ex. - He said to me, "I will help you."

- He promised (that) he would help me.

٢ تحذف الأقواس وتربط بكلمة **that** ويمكن حذفها :

٣ يتم تحويل الضمائر بما يتوافق مع المتكلم والمخاطب :

ضمائر الفاعل

Direct Speech	Indirect Speech
I	he / she
you	I / we
we	they

ضمائر المفعول

Direct Speech	Indirect Speech
me	him / her
you	me / us
us	them

صفات الملكية

Direct Speech	Indirect Speech
my	his / her
your	my / our
our	their

٤ يتم تحويل الظروف الزمنية وأسماء الإشارة كالتالى إذا كان فعل القول ماضيًا وتبقى كما هى إذا كان فعل القول مضارعًا :

أسماء الإشارة

Direct Speech	Indirect Speech
this	that
these	those
ظروف المكان	
here	there

التعبيرات الزمنية

Direct Speech	Indirect Speech	Direct Speech	Indirect Speech
today	that day	tonight	that night
tomorrow	the following day	now	then
yesterday	the day before	ago	before
last week	the week before		

٥ يتم تحويل زمن الفعل كالتالى إذا كان فعل القول ماضيًا وتبقى كما هى إذا كان فعل القول مضارعًا :

Present Simple →	**Past Simple**
1. "I like fish", said Sama.	- Sama said that she liked fish.
2. Ali said "My Mum doesn't get up late".	- Ali said that his mum didn't get up late.
Present Continuous →	**Past Continuous**
1. "I'm writing a paragraph.", Ali said to Ahmed.	- Ali told Ahmed (that) he was writing a paragraph.
2. "The children are playing in the garden." , Nancy said.	- Nancy said (that) the children were playing in the garden.
Past Simple →	**Past Perfect**
1. "I helped my mother.", Adel said to me.	- Adel told me (that) he had helped his mother.
2. "We didn't enjoy the show." , said my friends.	- My friends said (that) they hadn't enjoyed the show.
لاحظ : يمكن أن يبقى زمن الماضى البسيط كما هو ولا يُحول.	
Present perfect →	**Past perfect**
1. "I've made a mistake." , said Adel.	- Adel said (that) he had made a mistake.
2. "We haven't finished our homework." they said.	- They said (that) they had not finished their homework.
Modals	
can - will - has / have to - must - may - shall	could - would - had to - might - should
1. "It may rain." , Sarah said to me.	- Sarah told me (that) it might rain.
2. "The bus will leave soon." , said my friend.	- My friend said (that) the bus would leave soon.

لاحظ :

١ لا يتم تغيير الزمن إذا كان فعل القول (say(s

ex. - Mother says, "I am visiting your aunt tomorrow."
- Mother says that she is visiting my aunt tomorrow.

٢ لا يتم تغيير الأزمنة إذا كانت جملة القول تعبر عن حقائق

ex. - The teacher said, " Lions don't eat grass."
- The teacher said that lions don't eat grass.

٣ لا يتم تغيير الأزمنة إذا قيل الكلام منذ فترة قصيرة

ex. - Ayman said just now, "I live in Qalyoub."
- Ayman said just now (that) he lives in Qalyoub.

Exercises on Language in use

1. Choose the correct answer from a, b, c or d :

SB Exercises

1. SB Sama .... Rody helped her understand the lessons.
   a. said   b. told   c. say   d. asks
2. SB Abdulrahman said his father would buy a bike for ....
   a. he   b. his   c. him   d. himself
3. SB "Can .... help you, mum?", said Ahmed.
   a. I   b. me   c. my   d. myself

El-Moasser Exercises

4. Zeina said that she .... a lot from the garden project the year before.
   a. is learning   b. learns   c. has learned   d. had learned
5. The fox said, "Your voice .... very beautiful."
   a. is   b. was   c. has been   d. will be
6. Ali said that the story he had read .... had helped him stay calm.
   a. yesterday   b. today
   c. the day before   d. tomorrow
7. The teacher told the class they .... the story elements the following day.
   a. will discuss   b. would discuss
   c. discussed   d. are discussing

8. He told us that his ambition .... to write a book.
   a. is b. has been c. will be d. was
9. Ali said that the story .... him to be more respectful.
   a. teaches b. had taught c. teaching d. will teach
10. The teacher .... us that every story has a setting and a plot.
   a. said b. told c. asked d. says to
11. The teacher told us that the earth .... around the sun.
   a. went b. goes c. was going d. would go
12. She explained that she .... her story at that moment.
   a. is planning b. has planned c. was planning d. planned

2. Read and write the correct form of the word(s) in brackets.

SB Exercises

1. SB Omar said that you .... **(look)** really calm during the class debate today.
2. SB Ali told Omar that during the debate, someone strongly disagreed with .... **(he)**.
3. SB Malak told me that she .... **(can)** help me with my project.

El-Moasser Exercises

4. My friend said that the bus .... **(will)** leave soon.
5. Sara .... **(said)** us that the new shop would open in two weeks.
6. Tarek said that .... **(him)** was learning how to swim.
7. Ali told .... **(I)** that English was his favourite subject.
8. Amal told Mahmoud that he .... **(can)** play tennis on Saturday.
9. "I'm coming for lunch, Adel.", ... **(told)** Nader.
10. She told me that she .... **(is)** reading a story.
11. Anas told Salma that he had played football .... **(yesterday)**.
12. Ahmed said just now that he .... **(studied)** English.

3. Rewrite the following sentences using the words in brackets.

1. Sara said, "I will visit my grandmother tomorrow". **(the following day)**

....

2. "I played football yesterday", said Omar. **(had played)**

....

3. My friend said, "We are going to the park today". **(were going)**

....

4. Malak said to me, "I can help you with your project." **(told)**

....

4. Find the mistake and correct it.

1. Ayman said Rodayna she could go shopping. (..................)
2. Dr. Salwa said I lived in Sohag two years before. (..................)
3. The students said they will go on a journey to Dahab in Sinai. (..................)
4. Hana said that she is studying science then. (..................)

General Exercises

On Lessons 1 & 2

التقييمات اليومية والأسبوعية والشهرية فى نهاية الكتاب

1 Finish the following dialogue :

Soad is asking Nour about her hobby

Soad : Hello, Nour, I see you are busy reading.

Nour : Hello, Soad. Yes, Reading is my favorite hobby.

Soad : (1) .... ?

Nour : I started reading when I was nine.

Soad : (2) .... ?

Nour : My mom always helped me read.

Soad : Great! What kind of books do you read?

Nour : (3) .... They are my favorite.

Soad : I like short stories, too. How long do you read each day?

Nour : (4) .... What about you?

Soad : (5) .... Sport makes me fit.

2 Read and complete the text with words from the following list :

critically - empathy - moral - spark - view - sparks

Reading stories is a powerful way to learn. It helps us explore different cultures and points of (1) .... When we see characters face challenges, we develop (2) .... for them. Stories can (3) .... our imagination and teach us to think (4) .... about our own choices.

3 Read the following text, then answer the questions :

Stories are much more than just entertainment. They are an essential tool for human development. When we read, we enter different worlds and see through the

eyes of various characters. This experience helps us become more aware of different lifestyles and cultures that we might never experience in our own lives. For example, a story set in a historical period can teach us more than facts; it can show us the emotional reality of that time.

Moreover, stories help us understand complex human emotions and develop empathy. By following a character's journey, we learn how to face **conflicts** and make difficult decisions. This allows us to think critically about our own lives and choices without having to experience the same problems ourselves. Our teacher once told us that a good story teaches us a valuable moral or life lesson that stays with us forever. In the end, stories don't just entertain us; they help us grow wiser and more understanding.

A. Choose the correct answer from a, b, c or d :

1. The main idea of the passage is "..................".
   a. Entertainment only
   b. Benefits of reading stories
   c. Historical stories
   d. Sad endings

2. Stories help us develop ....
   a. memory b. relaxation
   c. empathy d. problem solving

3. The underlined word "**conflicts**" means ....
   a. decisions b. parties c. clashes d. hobbies

B. Answer the following questions :

4. According to the text, what is one benefit of reading a historical story ?

....

5. In one sentence, summarize what the teacher said about a good story.

....

6. How can reading stories help you in a real-life situation like a debate ?

....

4 Choose the correct answer from a, b, c or d :

1. The ability to understand and share someone else's feelings is called ....
   a. moral b. debate c. empathy d. conflict
2. The story had a clear .... about the importance of honesty.
   a. moral b. view c. recommendation d. empathy
3. A good book can .... your interest in a new subject.
   a. spark b. stick c. solve d. debate
4. It's important to think .... and not just accept everything you read.
   a. terribly b. unfairly c. critically d. badly
5. He was stuck in a difficult situation and didn't know how to solve the ....
   a. empathy b. moral c. debate d. conflict
6. Try to see the issue from a different points of ....; it might help you understand.
   a. view b. recommendation c. debate d. lesson

5 Complete the sentences with the correct form of the word(s) in brackets :

1. She said that she .... [be] reading a story then.
2. He told me that he .... [visit] his friend the following day.
3. Ali .... [say] that his teacher was very helpful.
4. The students said that they .... [finish] their project the day before.
5. My father said that he .... [can] help me with that homework.

6 Write a paragraph of about One Hundred and Ten (110) words on:

مجاب عنه في نهاية الكتاب

"The importance of reading stories"

....

....

....

....

....

....

....



SB pages 90 & 91

Lesson 3 ‣ Elements of a story

⚠ تنويه : الدرس الرابع القصة المقررة فى نهاية الكتاب

I Vocabulary

Key Vocabulary

elements (n)	عناصر	folk (adj)	شعبى
type (n)	نوع	adventure (n)	مغامرة
fiction (n)	روايه / خيال	comic (adj)	كوميدى / فكاهى
non-fiction (n)	الواقع / قصه واقعية	historical (adj)	تاريخى
setting (n)	زمان ومكان القصة	fable (n)	حكايه رمزية / قصة ذات مغزى اخلاقى
conflict (n)	خلاف / صراع	solution (n)	حل

Pop Quiz تدريب تلقائى يهدف لإتقان المفردات اللغوية

• **Complete the following sentences using the words in the box :**

Fables - Non-fiction - adventure - humor

1. I like .... stories. They are exciting and dangerous.
2. Funny stories are full of ....
3. .... teach a moral with talking animals.
4. "Fiction" is the antonym of ....

Lesson 3 SB pages 90 & 91

forests (n)	غابات	imaginary (adj)	خيالى
fox (n)	ثعلب	true (adj)	صحيح / حقيقى
crow (n)	غراب	events (n)	احداث
beak (n)	منقار	traditional (adj)	تقليدى
voice (n)	صوت [بشرى]	exciting (adj)	مثير / رائع
sweet (n)	حلو / عذب	journey (n)	رحلة طويلة
quickly (adv)	بسرعة	brave (adj)	شجاع
problem (n)	مشكلة	humor (n)	فكاهه
looks	مظهر / هيئة	tale (n)	قصة / حكاية

Conjugation of Irregular Verbs تصريف الأفعال غير المنتظمة

Present المضارع		Past الماضى	P.P. التصريف الثالث
see	يرى	saw	seen
sing	يغنى	sang	sung
catch	يمسك /يلحق	caught	caught
run away	يهرب	ran away	run away
teach	يدرس / يعلم	taught	taught
fall	يسقط/ يقع	fell	fallen

Vocabulary Study

Synonyms and Antonyms مترادفات ومتضادات

Word الكلمة		Synonym المرادف	Antonym / Opposite المضاد	
clever	ماهر - ذكى	intelligent / smart / talented	untalented / stupid	غبى / غيرموهوب
sweet	حلو - عذب	gentle-beautiful / nice	horrible / nasty / rough	سىء / خشن
imaginary	خيالى / تخيلى	fictional / fantastic	real / ordinary / actual	واقعى / حقيقى
fiction	رواية - خيال	tale / novel / fantasy	non-fiction / truth	حقيقة
comic	فكاهى / كوميدى	funny / amusing	serious / tragic	جاد / مأساوى
well-known	معروف/ مشهور	famous	obscure / infamous	غيرمعروف/ غيرمشهور
traditional	تقليدى	old-fashioned	modern / new	حديث / جديد

Prefixes & Suffixes مقاطع بادئة وناهية

Prefix / Suffix بادئة / ناهية	Function الوظيفة	Examples أمثلة	
re-	تعطى معنى مرة آخرى	retell	يعيد سرد
-tion	تكون الاسم من الفعل	solution	حل

Exercise on Vocabulary Study

Choose the correct answer from a, b, c or d :

1. The fox is a clever animal. This means it is ....
   a. sweet b. untalented c. smart d. stupid
2. "Old-fashioned" and "traditional" are ....
   a. synonyms b. antonyms c. opposites d. nouns

3. The prefix "............" in the word " retell " means to do something again.

a. in– b. im– c. re – d. dis–

Important Expressions & Prepositions

تعبيرات وحروف جر هامة

Expressions التعبيرات			
as sweet as your look	حسن الطباع مثل مظهرك	well-known story	قصة معروفة
help me feel happy	تساعدني أن اشعر بالسعادة	retell the story	يعيد سرد القصة
take turns	يتبادل الأدوار		
Prepositions حروف الجر			
Once upon a time	ذات مرة	write down	يدون
in a faraway forest	في غابة بعيدة	make up	يؤلف / يخترع
look down	ينظر لأسفل	full of	ملئ بـ
fall down	يسقط	based on	قائم على / معتمد على
run away	يهرب		

Types of stories

انواع القصص

fiction →	stories made up with imaginary characters	قصص خيالية
non-fiction →	true stories based on real events and characters	قصص واقعية
folk stories →	traditional stories with lessons	قصص شعبية
adventure stories →	exciting journeys by brave characters	قصص مغامرات
comic stories →	funny stories full of humor	قصص مضحكة / كوميدية / فكاهية
historical stories →	based on real events from the past	قصص تاريخية
fables →	short tales that teach a moral often with talking animals	حكايات رمزية

Story Elements

عناصر القصة

setting →	where and when the story happens	مكان وزمان القصة
characters →	people or animals in a story	شخصيات القصة
conflict →	the problem in the story	صراع
solution →	how the problem ends	حل

Main points on Reading & Listening Texts

on Lesson 3 SB page 90

The Clever Fox

1. In a **faraway**[1] forest, there was a clever **fox**[2]
2. The fox saw a **crow**[3] with a piece of cheese in her **beak**[4].
3. He wanted the cheese, so he welcomed the crow and told her that her **voice**[5] was very sweet.
4. The fox asked the crow to sing a song to help him feel happy.
5. When the crow opened her beak, to sing, the cheese fell down.
6. The fox quickly caught the cheese and ran away.

(1) بعيد	(2) ثعلب	(3) غراب
(4) منقار	(5) صوت	

تنويه: الجمل السابقة تساعدك على التعامل أو كتابة فقرات إنشائية أخرى:

* A short story with a moral
* The story of the clever fox

II Skills

1. Reading and Listening

Pop Quiz
تدرب على ٩ من قطع الفهم ونصوص الاستماع

Reading

on Lesson 3 SB page 90

The Clever Fox



Once upon a time in a far away forests, there was a clever fox who lived in the forest. One day, he saw a crow with a piece of cheese in her beak. The fox wanted the cheese very much.

He smiled and said, "Good morning, beautiful bird!" The crow looked down and listened.

"Your voice must be as sweet as your looks," the fox continued, "Can you sing a song to help me feel happy?" The crow was happy and sang a song. As soon as she opened her beak, the cheese fell down. The fox quickly caught it and ran away.



2. Speaking مهارة التحدث

Story elements عناصر القصة

Setting زمان ومكان القصة	Characters الشخصيات	Conflict الصراع/ الخلاف/ المشكلة	Solution الحل
• In a forest, one day	• a fox • a crow	• A crow had cheese, but a fox wanted it.	• The fox tricked the crow to sing. • The cheese fell and the fox took it.

• In groups, choose a well-known story (e.g., Jack and the Beanstalk, Cinderella ...). Read it together. Then, take turns retelling the story using "sequence words" like :

- First,… - Next,… - Then,… - After that,… - Finally,…

فى مجموعات ، اختر قصة معروفة مثل : (Cindrella, Jack and the beanstalk) و اقرأوا مع بعضكم ثم تبادلوا الأدوار فى سرد القصة باستخدام كلمات التسلسل.

• In small groups, create a simple story map using this graphic organizer.

فى مجموعات صغيرة، قم بتصميم خريطة للقصة بسيطة باستخدام منظم الرسوم

Beginning البداية	Middle المنتصف	End النهاية

Add details like: أضف تفاصيل مثل :

• Who? • Where? • What happened? • How did it end?

- Take turns and tell the story your group made up to the class. Write down your story.

تبادل الأدوار مع زملائك وقم بسرد القصة التى ألفتها مجموعتك للفصل ودون القصة.

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

Key vocabulary

1. "Cinderella" is not a real story, it is ....
   a. fiction b. biography c. dictionary d. newspaper
2. There was a small .... between the neighbors about the garden fence.
   a. conflict b. chapter c. title d. idea
3. My grandfather often tells .... stories he learned from his parents.
   a. folk b. science c. sport d. news
4. .... stories are full of humor.
   a. Comic b. Sad c. Dangerous d. Tragic
5. Listening is a key .... of good communication.
   a. element b. song c. book d. color

SB Exercises

6. SB The clever fox is a .... because it has talking animals and a moral.
   a. beak b. fable c. conflict d. solution
7. SB .... stories are based on real events from the past.
   a. Historical b. Fictional c. Non-fictional d. Adventure
8. SB First, next, then and finally are .... words.
   a. contrast b. result c. sequence d. class

El-Moasser Exercises

9. The word "clever" is a synonym for ....
   a. stupid b. slow c. intelligent d. kind
10. "Fiction" stories are ...., not based on real events.
    a. true b. real c. factual d. imaginary
11. Many wild animals live in the .... far from towns and cities.
    a. forest b. kitchen c. bathroom d. garage
12. A pelican uses its large .... to catch fish from the water.
    a. beak b. leg c. ear d. tail

13. Their long .... across the desert took five days.
   a. journey   b. holiday   c. meal   d. game
14. My uncle has a great sense of .... and always makes us laugh.
   a. humor   b. music   c. sport   d. cooking

Definitions

15. The main problem in a story is called ....
   a. setting   b. conflict   c. resolution   d. character
16. Stories made up with imaginary characters and events are called .... stories.
   a. fiction   b. non-fiction   c. history   d. biography
17. A person or an animal in a story is called a ....
   a. setting   b. character   c. plot   d. setting

▸ Language Notes, Expressions & Prepositions

18. The thief grabbed the woman's bag and .... away.
   a. kept   b. slept   c. wrote   d. ran
19. I want to listen to the story again. Can you .... it?
   a. reply   b. retell   c. recycle   d. repaint
20. This story is based .... the idea of kindness and helping others.
   a. at   b. in   c. on   d. of

General Exercises On Lesson 3

التقييمات اليومية
والأسبوعية والشهرية
فى نهاية الكتاب

1 Finish the following dialogue :

Rodina and Amany are talking about the fox and the crow.

Rodina: Our teacher read us a fantastic story today.

Amany : Really? (1) .... ?

Radina : It's about a fox who tricks a crow to drop her cheese.

Amany : Fantastic! (2) ....

Rodina : How do you find it?

Amany : (3) .... I liked it.

Rodina : Who do you think is the smarter character ?

Amany : (4) ....

Rodina : (5) .... ?

Amany : We should not trust someone who only says nice words.

2 Read and complete the text with words from the following list :

character - First - solution - setting - Next - conflict

To write a good story, you need to plan its elements. (1) .... , you should decide on the (2) .... where the story takes place. Then, you introduce the main (3) .... or problem. The story builds up to the (4) .... , which is the most exciting moment.

3 Read the following text, then answer the questions :

In a large, dry field on a hot summer day, a thirsty crow was searching for water. This was his main conflict: he was very thirsty and could not find a single drop. After flying for a long time, he finally saw a jar on the ground. This was the setting for the rest of his problem. He flew down to <u>it</u> with hope, but he was disappointed. There was only a little water at the very bottom, and his beak was too short to reach it.

The crow felt hopeless for a moment, but then he had an idea. He began to pick up small stones one by one and drop them into the jar. First a few, then many more. Slowly, the water level began to rise. The best part of the story came when the water finally reached the top of the jar. The crow could, at last, drink the water.

The ending was simple but satisfying: his clever thinking had solved his problem, and he was no longer thirsty. He solved the problem in a simple and clever way. He could drink the water, and he was not thirsty anymore.

A. Choose the correct answer from a, b, c or d :

1. What is the best title for this story?
   a. The Hot Summer Day. b. The Sad Crow. c. The Clever Crow and the jar. d. Flying in the Field.
2. At the start of the story, the crow felt weak and unhappy because he was ....
   a. hungry b. thirsty c. tired d. sleepy
3. The underlined pronoun "it" refers to ....
   a. conflict b. crow c. field d. jar

B. Answer the following questions :

4. What was the setting of the story?

....

5. In one sentence, describe the best part of the story.

....

6. What moral or lesson does this fable teach us?

....

4 Choose the correct answer from a, b, c or d :

1. The .... of a story is where and when it happens.
   a. setting b. conflict c. character d. solution
2. We will hold a/an .... to raise money for the new park.
   a. event b. spoon c. mirror d. ladder
3. Fables are short stories that give us .... often with animals as characters.
   a. notes b. morals c. menues d. settings
4. The .... is how the main problem in a story is solved at the end.
   a. setting b. conflict c. climax d. resolution
5. A .... is a short story, often with animal characters, that teaches a moral.
   a. fable b. novel c. comic d. poem
6. The fox in the story was very .... because he tricked the crow.
   a. kind b. beautiful c. clever d. happy

5 Complete the sentences with the correct form of the word(s) in brackets :

1. Once upon a time, a clever fox .... **(live)** in a forest.
2. Omar told Ali he .... **(will)** visit the Egyptian Museum the following day.
3. Nada said that she had played tennis .... **(yesterday)**.
4. My friends said they .... **(are)** going to the park that day.
5. Our teacher .... **(say)** in the last lesson that the sun rises in the east.

6 Write One Hundred and Ten (110) words on :

مجاب عنه في نهاية الكتاب

"A short story you like most"

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

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....



SB pages 94 : 97

Lessons **5 & 6**

- Let's talk
- My own story

I Vocabulary

Key Vocabulary

fictional (adj)	خيالى / روائي	bridge (n)	جسر / كوبرى
respond (ed) (v)	يستجيب / يرد	bark (ed) (v)	ينبح (للكلب)
various (adj)	مختلف - متنوع	shadow (n)	ظل / خيال
greedy (adj)	جشع / طماع	discover (ed) (v)	يكتشف
bone (n)	عظمة	clear (adj)	واضح
stream (n)	جدول مائى		

Pop Quiz تدريب تلقائي يهدف لإتقان المفردات اللغوية

- **Complete the following sentences using the words in the box :**

stream - greedy - bark - fictional - bridge

1. I enjoy reading .... stories because they take me to imaginary worlds.
2. The dog was so .... that he wanted the other dog's bone, too.
3. Dogs usually .... when they see strangers.
4. We crossed the .... to reach the park.
5. Children were playing by a .... in the forest.

Lesson 5 ▸ SB pages 94 & 95

points of view (n)	وجهات نظر	experiences (n)	خبرات حياتية
life lesson (n)	درس في الحياة	exactly (adv)	بالضبط
carry (ied) (v)	يحمل	orally (adv)	شفهيًا
pass (ed) (v)	يجتاز	deep (adj)	عميق
conversation (n)	محادثة	messages (n)	رسائل

Lesson 6 ▸ SB pages 96 & 97

tasty (adj)	لذيذ الطعم	wooden (adj)	خشبى
proudly (adv)	بفخر	sparkling (adj)	لامع / متلألئ
wag (ged) (v)	يهز (الذيل) / يُحَرِّك	frighten (ed) (v)	يخيف / يرعب

Collocations

متلازمات لفظية

teach	a moral	يعلم درسًا أخلاقيًا	retell	a story	يعيد سرد قصة
have	a conflict	لديه صراع	take	turns	يتبادل الأدوار
find	a solution	يجد حلًا / خاتمة	write	a story	يكتب قصة
carry	a message	يحمل رسالة			

Vocabulary Study

Synonyms and Antonyms

مترادفات ومتضادات

Word الكلمة	Synonym المرادف	Antonym /Opposite المضاد
various مختلف / متنوع	different	same مماثل
fictional خيالي / قصصي	imaginary / unreal	real / true حقيقي / واقعي
deep عميق / غامض	profound / keen	simple / light بسيط
greedy طماع / جشع	selfish / materialistic	generous سخي / كريم
tasty لذيذ - ذو نكهة حلوة	delicious / yummy	tasteless / horrible بلا طعم / سيئ

Prefixes & Suffixes

مقاطع بادئة وناهية

Prefix / Suffix	Function الوظيفة	Examples أمثلة
-en	تحول الاسم إلى فعل	frighten يخيف
-en	تكون الصفة من الاسم	wooden خشبي
-al	تكون الصفة من الاسم	fictional خيالي /قصصي personal شخصي
-ity	تكون الاسم من الصفة	curiosity فضول
- ing	تكون الاسم من الفعل	setting / ending نهاية / المكان والزمان beginning / بداية
-y	تكون الصفة من الاسم	greedy جشع

Exercise on Vocabulary Study

Choose the correct answer from a, b, c or d:

1. To turn the word "wood" into an adjective, we add the suffix "............" .

a. -en b. -al c. -ity d. -ing

2. To get the adjective from the noun "greed", we add "............".

a. –ly b. –y c. –al d. –tion

3. "Tasty" and "horrible" are ....

a. antonyms b. synonyms c. prepositions d. nouns

4. The synonym of "greedy" is "............".

a. tasteless b. selfish c. generous d. yummy

5. To get the verb from the noun "fright," we add the suffix "............".

a. –ing b. –al c. –tion d. –en

6. "Fictional" and "imaginary" are ....

a. nouns b. synonyms c. antonyms d. opposites

General Notes on Listening & Reading

1 solution حل / طريقة لحل (مشكله ما)

- There's no simple **solution** to this problem. It's complex.

*** resolution** قرار / اقتراح / تصميم / حل

- She made a **resolution** to visit her relatives more often.
- She is searching for a **resolution** to the problem of coming late.

2 park - bark

*** park (n)** حديقة عامة

- We went for a walk in the **park** in our neighborhood.

*** park (v)** يركن السيارة

- You can't **park** your car here. It's a private area.

*** bark (v)** ينبح (الكلب)

- The dog suddenly started **barking** at us. We were terrified.

3 stream جدول أو مجرى مائى - تيار / سيل

- A **stream** is is a small narrow river.
- A **stream** of blood flowed from the wounded مصاب soldier.

Important Expressions & Prepositions
تعبيرات وحروف جر هامة

Expressions التعبيرات	
That's true! هذا صحيح !	try sharing personal experiences يحاول مشاركة الخبرات والتجارب الشخصية
have conflicts لديه صراعات / خلافات	
carry deep messages يحمل رسائل عميقة	answer questions orally يجيب عن الأسئلة شفهيًا
make the conversation more exciting يجعل الحديث أكثر إثارة	give a clear ending يقوم بوضع نهاية واضحة
	plan your story خطط لقصتك
Prepositions حروف الجر	
stay **with** يظل مع	fall **into** يسقط فى
	arrive **at / in** يصل إلى



Main points on Reading & Listening Texts

on Lesson 5 SB page 94

The power of stories

1. Stories are enjoyable because they show us the world from **various**[1] points of view.
2. Good stories teach a moral or a **life lesson**[2].
3. They contain **conflicts**[3] and clear **solutions**[4], which helps us learn how to handle problems.
4. Reading helps people think more **critically**[5] about choices and actions.
5. Stories are **powerful**[6] because they stay with us and help us grow.

(1) متعدد	(2) درس حياتي	(3) صراعات
(4) حلول / قرارات	(5) نقديًا	(6) قوى

on Lesson 6 SB page 96

The dog and his shadow

1. A hungry dog finds a **tasty**[1] bone and **proudly**[2] carries it across a **bridge**[3].
2. The dog sees his own **shadow**[4] (reflection) in the water and thinks it's another dog with a bigger bone.
3. Being **greedy**[5], the dog **barks**[6] to frighten the "other dog" and get its bone.
4. When the dog opens its mouth, its own bone falls into the stream and it lost the bone.
5. The story teaches us that being greedy can cause you to lose everything you have.

(1) لذيذ	(2) بغرور	(3) كوبرى
(4) ظل	(5) طماع	(6) ينبح

II Skills

1. Reading and Listening

Reading

on Lesson 5 SB page 94

The Power of Stories



Sarah : I have asked my teacher why we enjoy stories so much.

Amal : What did she say?

Sarah : She says that stories help us see the world from various points of view.

Amal : That's true. I read that stories often teach a moral or a life lesson.

Sarah : Yes! My older brother has told me that every good story has conflicts and a clear solution.

Amal : My friend says that reading stories helps people think more critically about choices and actions.

Sarah : I agree. One of our classmates has mentioned that stories let us understand someone else's point of view, even if we've never lived like they have.

Amal : Exactly. Our teacher reminds us that even fun or fictional stories can carry deep messages.

Sarah : She also explains that stories are powerful because they stay with us and help us grow.

on Lesson 6 SB page 96

The Dog and his Shadow



One sunny afternoon, a hungry dog was lucky to find a tasty bone . He proudly carried it in his mouth, tail wagging as he was walking across a wooden bridge over a sparkling stream. As he was walking, he looked down into the water and saw another dog in the water carrying a bone in its mouth. The bone seemed bigger. Being greedy, he wanted the other bone. He barked to frighten the other dog. The bone fell into the stream. The dog was sad when he discovered that it was himself not another dog or bone.

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

Key vocabulary

1. Stories help us see the world from .... points of view.
a. one b. similar c. various d. the same
2. If someone asks you a question, it's polite to .... quickly.
a. run b. respond c. close d. write
3. After the storm, the sky became .... and the sun came out again.
a. dark b. foggy c. clear d. rainy
4. The sky is .... today - there are no clouds at all.
a. dark b. foggy c. clear d. rainy
5. The dog .... loudly to frighten his reflection in the water.
a. whispered b. barked c. meowed d. sang

SB Exercises

6. SB Sarah's teacher said stories help us see the world from various .... of view.
a. points b. places c. books d. stories
7. SB Omar reads stories that often teach a .... or a life lesson.
a. problem b. conflict c. character d. moral
8. SB Our teacher reminds us that even fun or fictional stories can carry deep ....
a. boxes b. messages c. powers d. stories

El-Moasser Exercises

9. Stories help us see the world from various points of view. "Various" can be replaced by "............".
a. different b. similar c. same d. equal
10. My grandfather loves telling us about his life .... from when he was young.
a. dreams b. experiences c. plans d. lessons
11. Aya had a long .... with her best friend about school life.
a. song b. conversation c. picture d. letter
12. The soup was so .... that everyone wanted another bowl.
a. tasty b. small c. busy d. loud

13. Omar walked .... after winning the first place in the race.

a. sadly b. proudly c. quickly d. quietly

14. The dog will .... its tail when it is happy.

a. bite b. wag c. drop d. bark

15. This drawing looks .... like the real mountain.

a. badly b. exactly c. softly d. brightly

16. Be careful when swimming in the sea because it can be very ....

a. long b. deep c. heavy d. tall

17. Don't shout at the cat - you might .... it.

a. invite b. frighten c. teach d. follow

▶ **Language Notes, Expressions & Prepositions**

18. Be careful ! You might fall .... the water if you get too close.

a. into b. down c. out d. over

19. When you write the end of the story, you should .... a clear ending.

a. give b. take c. summarize d. order

2. Speaking مهارة التحدث

▶ **Talking about learning something new :** التحدث عن تعلم شئ جديد :

Conversation - Tip

- When discussing stories or ideas, try sharing personal experiences or examples. It helps make the conversation more exciting

عندما تناقش قصصًا أو أفكارًا ، حاول ان تخبر الآخرين عن تجاربك أو أمثلة شخصية فذلك يساعدك فى جعل المحادثة أكثر إثارة.

Real Talk - Tip

When someone shares a story, listen carefully to understand their points of view. That's how real connections are made.

عندما يشارك شخص القصة، استمع بعناية لكى تفهم وجهة نظرهم. هكذا يتم التواصل الحقيقى.

3. Writing
مهارة الكتابة

Learn

Writing a story
كتابة قصة

1. Choose an interesting title.
اختر عنوان رئيسي مثير.

2. Plan your story.
قم بتخطيط قصتك.

Beginning: introduce the setting and characters
البداية : قم بتقديم زمان ومكان القصة والشخصيات.

Middle: show the problem or exciting events
المنتصف : قم بعرض المشكلة أو الأحداث المثيرة.

Ending: solve the problem and give a clear ending
النهاية : قم بتقديم حل المشكلة واطرح نهاية واضحة.

3. Use clear and simple language.
استخدم لغة سهلة وواضحة.

4. Use sequence words → First, then, after that, finally to show order.
استخدم كلمات التسلسل (أولاً ، ثم ، بعد ذلك ، فى النهاية) لتبين الترتيب.

5. Add a lesson or a message → Good stories often teach something.
قم بإضافة درس مستفاد أو رسالة ← القصص الجيدة تعلم شيئاً ما.

6. Check your writing → Check spelling, grammar, and if the events make sense.
تحقق من كتابتك ← تأكد من التدقيق الاملائى، القواعد اللغوية وما إذا كانت الأحداث منطقية

Practice

Write your story of about One Hundred and Ten (110) words. Make sure you follow the story writing tips:

You can use :

- Once upon a time, there was ....
- One day, something strange happened ....
- Finally, everything changed ....

....

....

....

....

General Exercises On Lessons 5 & 6

التقييمات اليومية
والأسبوعية والشهرية
فى نهاية الكتاب

1 Finish the following dialogue :

Abeer is at the library borrowing a story.

Librarian : Hello Abeer, can I help you ?
Abeer : Yes, please. (1) ....
Librarian : Of course, you can borrow a story for a week. (2) .... ?
Abeer : I want to borrow "Oliver Twist".
Librarian : See that shelf; (3) ....
Abeer : Okay, I will see. (4) .... ?
Librarian : Sorry, the rule is one book for one week.
Abeer : Okay. When I finish "Oliver Twist", (5) ....

2 Read and complete the text with words from the following list :

seeing - opinion - understand - view - moral - see

I enjoy reading stories so much. Reading stories helps us (1) .... the world from various points of (2) .... Stories teach us a (3) .... or a life lesson. Stories also let us (4) .... someone else's point of view, even if we r'e never lived like they have.

3 Read the following text, then answer the questions :

One hot summer day, a farmer was taking his donkey to the market. The donkey was carrying two heavy baskets, one on each side. As they walked along the road, the donkey began to complain. "It's too heavy ! I'm tired !"

When they reached a small hill, the donkey stopped. **He** refused to move. The farmer took one basket off the donkey's back. He carried it himself while the donkey carried the other.

Soon, the donkey realized his mistake. The basket he carried now felt heavier than before, because the farmer had put some extra **goods** in it to balance the weight. The donkey learned that refusing to do your fair share might make your work even harder.

A. Choose the correct answer from a, b, c or d :

1. The best moral of this story is ....
   a. hard work b. patience c. honesty d. kindness

2. The underlined pronoun " **He**" refers to the ....
a. basket b. donkey c. market d. hill
3. The underlined word "**goods**" in the story means ....
a. animals b. things c. clothes d. food

B. Answer the following questions :

4. How many baskets was the donkey carrying at first?
....
5. In one sentence, explain why the donkey stopped walking.
....
6. What will the donkey probably do next time to avoid more work?
....

4 Choose the correct answer from a, b, c or d :

1. He was very hungry, so he was happy to find a .... meal.
a. greedy b. tasty c. calm d. proud
2. A .... person always wants more than they need.
a. proud b. calm c. hungry d. greedy
3. I called her name, but she didn't .... because she was listening to music.
a. respond b. bark c. carry d. sparkle
4. In this competition, students have to answer .... without writing anything down.
a. orally b. slowly c. secretly d. quickly
5. We need a ticket to .... through the gate.
a. stay b. pass c. wait d. stop
6. The dog .... loudly when the stranger came to the door.
a. carried b. sparkled c. barked d. wagged

5 Complete the sentences with the correct form of the word(s) in brackets :

1. Mohammed said that he .... **(like)** that book very much.
2. Reem told me that she had visited her grandmother .... **(yesterday)** .
3. Omar said that they were watching a movie .... **(this)** night.
4. They said that they .... **(be)** ready for the trip.
5. Aya said that she .... **(study)** for her exams then.

6 Write a paragraph of about One Hundred and Ten (110) words on :

مجاب عنه في نهاية الكتاب

"The benefits of reading stories"

....
....
....

Review on unit 6

Vocabulary

Lessons 1 & 2

moral	درس اخلاقى
point of view	وجهة نظر
empathy	تعاطف
conflict	صراع / نزاع
critically	بشكل نقدى
spark	يحفز
aware	واعى / مدرك
various	عديد
honestly	بأمانة
unfair	غير عادل
debate	مناظرة / جدال
recommendation	توصية

Lesson 3

fiction	رواية / خيال
folk	شعبى
comic	كوميدى
fable	حكاية رمزية
solution	حل

Lessons 5 & 6

greedy	طماع
bridge	كوبرى
shadow	ظل / خيال
bark	ينبح (الكلب)

Language

Reported statements

When we report what someone said without quoting their exact words, we use reported speech.

- **Pronouns change depending on who is speaking and to whom:**
- Nour said that she was happy.

We change present sentences into a past:

- "I play tennis" → He said that he played tennis.

We change time expressions:

- today → that day
- Yesterday → the day before, the previous day
- tomorrow → the following day, the day after
- now → then
- here → there

For example:

- **Direct speech:** She said, "I love reading stories."
- **Reported speech:** She said that she loved reading stories.

Speaking

The importance of reading

A: Why is reading stories important?

B: Reading stories can greatly improve the way we think and understand the world around us.

A: What do you enjoy most about stories ?

B: I enjoy learning from characters' mistakes and discovering new ideas.

Skills 1 Reading Comprehension

Giving the main idea

يختبر أسئلة قطعة الفهم مهارة [تحديد الفكرة الرئيسية للنص].

اقرأ وقم بالإجابة.

Read and answer the questions :

Stories are one of the most powerful tools for learning and growth. When we read a story, we don't just see words on a page; we step into another person's shoes. We see the world from their points of view and feel what they feel. This is how stories develop our empathy. A story about a greedy character, like the dog who lost his bone, can teach us a valuable life lesson about being happy with what we have.

• What is the main idea of the passage ?

Or What does the passage talk about ?

Or Give a suitable title to the passage.

....

التحدى قد تجد صعوبة فى تحديد الفكرة الرئيسية بسبب وجود عدة أفكار تم عرضها فى الفقرة.

مفتاح الحل عند قراءة الفقرة تجد أن كل الأفكار تدور حول موضوع واحد محدد هو [الفكرة الرئيسية] أو [العنوان المناسب] للفقرة.

2 Speaking

The power of Reading

يختبر سؤال المحادثة [dialog] قدرتك للتعبير عن مواقف معينة.

اقرأ وقم بالإجابة.

Complete the following dialog :

Omar and Laila are talking about the benefits of reading stories.

Omar : Hi Laila! Do you like reading stories?

Laila : Yes, I love it! Stories are fun and they have many benefits.

Omar : (1) .... ?

Laila : First, they teach us important morals in life, like honesty and courage.

Omar : (2) .... And we can read stories about various places and people, right?

Laila : Exactly! We also learn how characters deal with conflict and difficult situations. Can you tell me a benefit for reading stories?

Omar : (3) ....

Laila : Yes, and they show us how to solve problems in smart ways.

Omar : So reading stories can help us develop our mind and become better people.

Laila : (4) ....

التحدى تريد السؤال عن [فوائد وقوة القراءة] وتجد صعوبة فى تكوين أسئلة والرد عليها.

مفتاح الحل يجب عليك معرفة قدر كاف من الأسئلة والردود عن الموضوع.

General Exercises on unit 6

التقييمات اليومية والأسبوعية والشهرية فى نهاية الكتاب

1 Finish the following dialogue :

Heba is borrowing a short story from Omar:

Heba : Hello,Omar. Can I borrow a story from you?

Omar : With pleasure. (1) .... ?

Heba : I want to borrow "The Journey to the Center of the Earth".

Omar : It's an interesting story. (2) .... ?

Heba : Because my teacher says it will develop my imagination.

Omar : Do you like science fiction stories?

Heba : Yes. And (3) .... as well.

Omar : Historical stories? (4) ....

Heba : Really? We have the same interests.

Omar : (5) ....

Heba : Me, too. I like comics.

2 Read and complete the text with words from the following list :

critically - empathy - spark - moral - view - said

Stories are more than just entertainment. They allow us to see the world from different points of (1) .... By understanding a character's feelings, we learn (2) .... Good stories also (3) .... our imagination and often teach a valuable (4) .... , helping us to think about our own choices in life.

3 Read the following text, then answer the questions :

There once was a young boy named Faris who believed that being the strongest and loudest was the best way to win any argument. In a school debate, he would often interrupt others and speak loudly, thinking it made him look confident. However, he noticed that his classmates would look annoyed, and his teacher, Ms. Hoda, seemed disappointed.

One afternoon, Ms. Hoda gave him a short story to read. <u>It</u> was about a wise old tree in a forest that stood silent and strong, while a noisy little stream next to it kept talking and making sounds instead of staying quiet. During a great storm,

the stream's loud flow caused it to spill over and lose its path, but the silent tree stayed strong, its deep roots keeping it steady. Faris understood the **moral**. The next day in class, he listened carefully to others, points of views before speaking calmly and respectfully. He found that his classmates listened to him more carefully. Faris learned that true strength is not in being the loudest, but in having the strength to keep going and wisdom to listen and respond with thought.

A. Choose the correct answer from a, b, c or d :

1. The main idea of this passage is about a life ....
   a. game b. lesson c. journey d. story
2. The story of the tree and the stream teaches that true strength is ....
   a. noisy b. dangerous c. quiet d. friendly
3. The underlined word "**moral**" means ....
   a. message b. conflict c. conclusion d. introduction

B. Answer the following questions :

4. How did Faris talk in debates at the start?

....

5. What does the underlined word "**It**" refer to?

....

6. What will Faris do next time he disagrees?

....

4 Choose the correct answer from a, b, c or d :

1. A lesson about right and wrong that you learn from a story is a ....
   a. conflict b. feedback c. moral d. debate
2. The ability to understand and share the feelings of others is ....
   a. empathy b. solution c. conflict d. courage
3. The word "**aware**" is the opposite of ".......................... ".
   a. awake b. asleep c. unaware d. known
4. "Tasty" and ".......................... " have the same meaning.
   a. lazy b. delicious c. imaginary d. keen
5. Good stories help us see things from different .... of view.
   a. morals b. conflicts c. points d. resolutions
6. Different kinds or types; many and not the same means ....
   a. thoughtful b. various c. similar d. careful

5 Complete the sentences with the correct form of the word(s) in brackets :

1. Omar said that he .... **(enjoy)** the story he had read the day before.
2. Sara .... **(told)**, "I will read a new book tomorrow."
3. My teacher told me that stories .... **(are)** a powerful way to learn.
4. He said, "I .... **(be)** feeling tired now."
5. Omar said that he .... **(will watch)** the movie that night.

6 Rewrite the following sentences using the words in brackets :

1. She said to me, "I will visit Luxor and Aswan." **(told)**

....

2. He said, "Ali has mended the car". **(that)**

....

3. She said to them, "You are the best". **(were)**

....

7 The story

a. Choose the correct answer from a , b , c or d :

1. Zeina thought growth happened when people showed .... to try new things.
   a. art b. courage c. honesty d. fear
2. The garden became a .... of teamwork and success.
   a. problem b. president c. symbol d. student

b. Answer the following questions :

1. What was Zeina's message to new students?

....

2. Why do you think Zeina's leadership helped other students?

....

8 Write ONE HUNDRED and TEN (110) words on :

مجاب عنه في نهاية الكتاب

"A short story that has a clear moral"

....
....
....
....
....
....
....
....

Review 2



SB pages 100 : 102

Vocabulary

Lesson 1 ▶ SB pages 100 & 101

limits	حدود	balance	يوازن
screen time	وقت استخدام الشاشة	suggest	يقترح
eco-friendly	صديق للبيئة	fertilizer	سماد
practical	عملى	agriculture	زراعة
schedule	جدول	distraction	تشتت
focused	منتبه - مركز	productive	منتج
impact	يؤثر	benefits	فوائد
opportunities	فرص	mental health	الصحة العقلية
access	يحصل - يصل	collaborate	يتعاون
instantly	فورى	effect	تأثير
expert	خبير	performance	اداء

Lesson 2 ▶ SB pages 101 & 102

goal	هدف	planning	تخطيط
reduce	يقلل	stress	توتر
method	أسلوب- طريقة	confident	واثق من نفسه
ambition	طموح	progress	تقدم
strict	صارم - حازم	greed	طمع



Listening

on Lesson 1 SB page 100

Sarah spends six hours daily on her phone watching videos and playing games. Her grades have **dropped**(1), and she feels tired often. Her teacher suggests setting **limits**(2) and **balancing**(3) screen time with reading and sports. Sarah decides to use her phone only for one hour on weekdays and two hours on weekends. She **plans**(4) to join the school library and play basketball after school.

(1) انخفض	(2) حدود	(3) يوازن	(4) يخطط

Lesson 2 SB page 101

Ahmed wants to **improve**(1) his study habits. He thinks carefully about his **goals**(2) and creates a weekly **schedule**(3). He plans to study math for two hours, read English books for one hour, and exercise for thirty minutes daily. Ahmed believes good **planning**(4) helps him stay focused and **reduces**(5) stress. He writes down his tasks and checks them when completed. This **method**(6) makes him feel proud and confident about his **progress**(7).

(1) يحسن	(2) أهداف	(3) جدول	(4) تخطيط
(5) يقلل	(6) أسلوب - طريقة	(7) تقدم	

A week is enough



مراجعة المنهج
والتمكن منه فى
اسبوع واحد فقط

General Exercises

On Review 2

Lesson 1

1 Listen and choose the correct answer from a, b, c or d.

1. Sarah spends .... on her phone daily.
   a. 4 minutes b. 6 hours c. 60 minutes d. 10 hours

2. What does Sarah's teacher suggest?
   a. Using her phone only for one hour
   b. Stopping using technology
   c. Setting limits and balance activities
   d. Playing more games

3. What activities does Sarah plan to do?
   a. Only watch movies
   b. Join the library and play basketball
   c. Buy new games till feeling tired
   d. Sleep more and eat less

2 Finish the following dialog.

Two friends, Sandy and Basma, are discussing their school's new technology project.

Sandy : Hi Basma, I heard you're working on a technology project with your group.

Basma : (1) ....

Sandy : That sounds interesting! What exactly are you creating?

Basma : We're designing eco-friendly fertilizers for modern agriculture.

Sandy : Wow, that's really practical! But I noticed you're always on your phone. Isn't that a distraction?

Basma : (2) .... I've set a schedule.

Sandy : (3) .... ?

Basma : Yes, it's important because would help me stay more focused and productive.

3 Read the following text, then answer the questions.

Today's teenagers are growing up in a world controlled by screens and digital technology. While this modern technology offers many benefits, it also presents significant challenges. Students spend hours scrolling through social media, often losing focus on their studies and physical activities.

Experts warn that too much screen time can negatively impact mental health and sleep routines. Many teenagers spend so much time on their phones or computers that they forget to take part in real-life activities around them. This can cause health problems and lower their school results.

However, technology also provides opportunities for learning and creativity. Students can access huge amounts of information instantly, collaborate with students around the world, and develop valuable digital skills. The key is learning to control technology rather than letting it control you.

A. Choose the correct answer from a,b,c or d.

1. What is the main idea of the passage?

a. Technology should be banned in schools completely.

b. Digital technology has both positive and negative effects on teenagers.

c. Parents should control all their children's online activities.

d. Students should only use old learning methods.

2. According to the passage, what do experts warn about too much screen time?

a. It improves mental health and sleep routines.

b. It can negatively impact mental health and sleep routines.

c. It has no effect on students' academic performance.

d. It helps students focus better on their studies.

B. Answer the following questions.

3. What opportunities does technology provide for students according to the passage?

....

4. How might teenagers feel when they spend too much time on screens? Why?

....

5. What do you think will happen if students don't learn to control their technology use?

....

Lesson 2

1 Listen to the audio, then put (T) True or (F) False.

1. Ahmed wants to improve his study habits. (..................)
2. Ahmed plans to study math for three hours daily. (..................)
3. Ahmed believes good planning increases his stress. (..................)
4. Ahmed writes down his tasks and checks them off. (..................)
5. Ahmed feels proud and confident about his progress. (..................)

2 Choose the correct answer from a, b, c or d.

1. Students who show great .... can overcome difficult challenges.
   a. dishonesty b. determination c. irresponsibility d. greed
2. The opposite of "fair" is "................".
   a. confident b. unfair c. honest d. practical
3. The suffix "-ful" in "helpful" means "................".
   a. without b. full of c. not d. together
4. Many .... believe that technology can improve education.
   a. experts b. projects c. notifications d. perspectives
5. You .... turn off your phone during exams.
   a. must b. can c. shouldn't d. mustn't

The Story

3 A. Answer the following questions.

1. What happens when a leader makes people feel confident and important?
....
2. What did Zeina understand about being honest as a leader?
....

B. Choose the correct answer from a, b, c or d.

1. Nancy enjoyed ....
   a. writing stories b. drawing maps c. growing food d. painting walls
2. Being .... helped Zeina become a good leader.
   a. strong b. perfect c. strict d. honest

4 Write from ONE HUNDRED (100) to ONE HUNDRED and TEN (110) words on the following.

"A Short Story: The Day I Learned to Balance Technology and Life"



The Story

The School Garden Project

Story Map

خريطة القصة

تنويه
ترجمة القصة في نهاية الكتاب

The main characters الشخصيات الرئيسية



Zeina

She is a curious new student who takes initiatives. She shows honesty.



Nancy

Zeina's kind and honest first friend. She is practical and good with tools. The project helps her discover a passion for agriculture and a love for the environment.



Amal

A team member who feels disappointed when faced with challenges. With encouragement, she becomes one of the most dedicated gardeners, showing the importance of perseverance.



Ms. Hoda

The supportive biology teacher. She likes Zeina's determination and helps her by encouraging teamwork and respecting each student's individuality.

The setting (place and time) المكان و الزمان

Places الأماكن

- A preparatory school.
- The empty school playground.

Time الوقت

- Over the course of one school year.



SB Pages 20 & 21

Chapter

1 A New Challenge

I Vocabulary

Key Vocabulary

curious	فضولى / محب للاستطلاع والمعرفة	playground	فناء المدرسة
trash	قمامة	proud	فخور
honest	أمين	worth	يستحق
depressing	محبط / كئيب	benefits	فوائد
honesty	أمانة	empty	خالى / فارغ

Extra Vocabulary

notice	يلاحظ / ملاحظة	seem	يبدو
concrete	خرسانة	among	بين
preparatory	إعدادى	garden	حديقة
bench	مقعد	together	معًا / سويًا
area	منطقة	change	يغير
surprised	مندهش	mind	عقل
idea	فكرة	care	رعاية
imagine	يتخيل	challenge	تحدى

Study these definitions

ادرس هذه التعريفات

depressing	something that makes you feel sad	محبط - كئيب
honest	always telling the truth	أمين
proud	feeling good about success	فخور
worth it	good enough to deserve the time, effort or money	يستحقه

Pop Quiz On Vocabulary تدريب لإتقان المفردات اللغوية للقصة المقررة

• **Choose the correct answer from a, b, c or d :**

1. The playground is all .... Be careful or you will hurt your leg.
   a. concrete b. flat c. funny d. easy
2. Zeina wants to explore all places. She is a/an .... girl.
   a. lazy b. sad c. curious d. ugly
3. The internet has many .... We use it to do many tasks.
   a. benefits b. enemies c. disadvantages d. problems
4. Good people should be kind and ....
   a. lazy b. stupid c. honest d. silly
5. Our neighborhood is .... It makes me feel sad.
   a. amazing b. useful c. important d. depressing

II Main Points on chapter 1

A New Challenge

1. Zeina was a **curious**[1] girl who liked to notice everything around her.
2. She noticed that the playground was gray and the ground was all **concrete**[2].
3. There were just a few old **benches**[3] in the ground.
4. Zeina had an **idea**[4] to make the playground much better.
5. Zeina discussed the idea with Nancy to make a garden.
6. Zeina **imagined**[5] the students eating lunch among flowers and plants.
7. Zeina was sure that the idea wouldn't be easy, but believed it would bring the school **together**[6].

(1) فضولى
(2) خرسانة
(3) مقاعد
(4) فكرة
(5) تخيلت
(6) معًا / سويًا

Text of chapter 1

A New Challenge

Zeina was a new student at a **preparatory** (1) school. She was always **curious** (2) and liked to notice everything around her. On her first day, she looked around the school playground. It was large but empty and gray. The ground was all **concrete** (3), and there were just a few old benches. Students threw their **trash** (4) on the ground, and no one seemed to care.



"This place could be so much better", Zeina thought. She had an idea, but she didn't know if anyone would listen to a new student.

At lunch, she sat with her new friend Nancy, who was kind and always **honest** (5) about how she felt.

"I don't like this area," Nancy said.

"It's a little **depressing** (6)."

"What if we changed it?" Zeina asked.

"What if we planted a garden?"

Nancy looked surprised.

"A garden? Do you know how to grow plants?". "Not really," Zeina said, showing **honesty** (7). "But I want to learn. We could learn together."

The idea stayed in Zeina's mind all day. She **imagined** (8) students eating lunch among flowers, plants, and maybe even vegetables. She imagined students being proud of the place.

She knew the idea wasn't easy. It would need time, hard work, help, and even money maybe. But something inside her said it was worth it.

Maybe, just maybe, this garden could be more than just a place. It could be a way to bring the school together.

(1) إعدادى	(2) محب للاستطلاع	(3) خرسانى	(4) قمامة
(5) أمين	(6) كئيب / محبط	(7) أمانة	(8) تخيل

Questions and answers on Chapter One

1 The questions and their answers

1. What did Zeina notice on her first day at school ? ١. ماذا لاحظت زينة فى أول يوم لها فى المدرسة ؟

- She noticed the playground was large but empty, gray and all the ground was concrete. - لاحظت أن فناء المدرسة كان فسيحًا لكنه فارغ ورمادى اللون، وكانت الأرض مصنوعة من الخرسانة.

2. SB Why did Zeina feel sad when she saw the playground?

٢. لماذا شعرت زينة بالحزن عندما رأت فناء المدرسة ؟

- Because the students threw their trash on the ground, and no one seemed to care.

- لأن الطلاب يلقون قمامتهم على الأرض، ولا يبدو أن أحدًا يهتم.

3. What was Zeina's idea to improve the playground ? ٣. ما هى فكرة زينة لتحسين فناء المدرسة ؟

- She had the idea to make a school garden. - كانت لديها فكرة إنشاء حديقة مدرسية.

4. SB Why wasn't Zeina sure anyone would listen to her ?

٤. لما لم تكن زينة متأكدة أن أحدًا سيستمع لها ؟

- Because she was a new student at the school. - لأنها كانت طالبة جديدة فى المدرسة.

5. Who did Zeina share her idea with first ? ٥. مع من شاركت زينة فكرتها أولًا ؟

-She shared her idea with her new, honest friend, Nancy.

- شاركت فكرتها مع صديقتها الجديدة الصادقة نانسى.

6. How did Nancy feel about the playground ? ٦. كيف شعرت نانسى تجاه فناء المدرسة ؟

- She felt it was a little depressing. - شعرت بأنها كانت محبطة قليلًا.

7. Did Zeina know how to grow plants ? ٧. هل زينة عرفت كيف تزرع النباتات ؟

-No, but she said she can learn. - لا، لكنها قالت إنها يمكنها التعلم.

8. What did Zeina believe about the idea? ٨. ماذا كانت زينة تؤمن بشأن الفكرة ؟

- She believed it was worth it. - كانت تؤمن بأنها تستحق العناء.

9. SB What are some small actions students can take to improve their school environment ?

٩. ما بعض الإجراءات الصغيرة التى يمكن للطلاب القيام بها لتحسين بيئة المدرسة ؟

- They can throw trash in bins, plant flowers or trees, decorate the playground.

- يمكنهم رمى القمامة فى سلال المهملات وزراعة الأزهار أو الأشجار، وتزيين فناء المدرسة.

2 Critical thinking questions and suggested answers أسئلة تفكير نقدي وإجاباتها المقترحة

1. Why is it important to have friends who are honest ?

١. لماذا من المهم أن يكون لديك أصدقاء صادقون ؟

- Because honest friends will tell you the truth, which helps you see things clearly and make better decisions.

- لأن الأصدقاء الصادقين سيقولون لك الحقيقة، وهذا مما يساعدك على رؤية الأمور بوضوح واتخاذ قرارات أفضل.

2. Why is it important to be honest like Nancy ? ٢. لماذا من المهم أن نكون صادقين مثل نانسي ؟

- Because being honest helps others trust you and share ideas with you.

- لأن الصدق يساعد الآخرين على الوثوق بك ومشاركة الأفكار معك.

3. Do you think Zeina's idea was a good one ? Why ? ٣. هل تعتقد أن فكرة زينة كانت جيدة ؟ ولماذا ؟

- Yes, because it could bring students together and make the school more beautiful.

- نعم، لأنها استطاعت أن تجمع الطلاب معًا وتجعل المدرسة أجمل.

General Exercises On Chapter 1

1 Choose the correct answer from a , b , c or d :

1. Zeina was a/an .... student who noticed everything around her.
   a. depressing b. honest c. curious d. stupid
2. On Zeina's first day at school, she looked a round the ....
   a. pool b. theater c. playground d. library
3. Nancy thought the gray playground was a little ....
   a. honest b. curious c. depressing d. new
4. Zeina suggested that she and Nancy could .... planting together.
   a. learn b. leave c. complain d. play

2 Answer the following questions :

1. SB Why wasn't Zeina sure anyone would listen to her?
....
2. SB What idea did Zeina have?
....
3. SB What did Nancy think of the garden idea?
....
4. Who did Zeina sit with at lunch?
....
5. What was wrong with the school playground?
....
6. What did Nancy say about the playground?
....
7. SB How did Zeina show honesty?
....

8. What did Zeina hope the garden project would do for the school?

....

9. Why was Nancy a good friend for Zeina to talk to?

....

3 Read and write (T) True or (F) False :

1. Zeina thought the playground was beautiful and colorful. ☐
2. SB Nancy was a dishonest person. ☐
3. Zeina was an expert gardener. ☐
4. The students at the school took good care of the playground. ☐

4 Read and complete the sentences with words in the box :

honest - depressing - trash - curious - honesty

1. Zeina was a very .... person and wanted to know more about her new school.
2. The students threw their .... on the concrete ground.
3. Nancy was very .... and said exactly what she thought.
4. The school playground was .... because it was empty and gray.

5 Who said this?

1. "I don't like this area. It's a little depressing."

....

2. "What if we planted a garden ?"

....

3. "Not really. But I want to learn."

....

4. "A garden ? Do you know how to grow plants ?"

....



SB Pages 34 & 35

Chapter 2 Taking Initiative and Building a Team

I Vocabulary

Key Vocabulary

teamwork	عمل جماعي	cafeteria	كافتيريا
initiative	مبادرة	deserve	يستحق
research	يقوم بعمل بحث	determination	عزم / تصميم
proposal	اقتراح	council	مجلس
courage	شجاعة	shared	مشترك

Extra Vocabulary

comment	تعليق	simple	بسيط
talent	موهبة	hurt	مجروح
shaking	يهتز	biology	علم الأحياء
responsibilty	مسؤولية	respect	احترام
plan	خطة	tools	أدوات
project	مشروع	special	خاص
recover	يشفى - يتعافى	create	ينشئ - يبتكر
ignore	يتجاهل	breaks	أوقات الاستراحة

Study these definitions

ادرس هذه التعريفات

proposal	a plan or suggestion for others to consider	اقتراح
research	looking for information about something	يبحث
courage	the ability to do something different or when you are afraid	شجاعة
shared	given or used by more than one person	مشترك
deserve	to be worthy of something because of what you did	يستحق
talent	a natural ability to do something well	موهبة
determination	not giving up until achieving something	عزيمة

Pop Quiz On Vocabulary تدريب لإتقان المفردات اللغوية للقصة المقررة

• **Choose the correct answer from a, b, c or d :**

1. Ms. Hoda teaches us about plants and animals. She is our .... teacher.
   a. history b. English c. Arabic d. biology
2. A good leader should be full of power and ....
   a. courage b. sadness c. unkindness d. laziness
3. .... is important for achieving goals and tasks.
   a. Teamwork b. Bullying c. Sleeping d. Fight
4. Doctors help their patients to .... and get better.
   a. fail b. die c. recover d. steal
5. You should take .... and do your task well.
   a. responsibility b. recipes c. hobbies d. vegetables

II Main Points on chapter 2

Talking Initiative and Building a Team

1. Zeina decided to take **responsibility**(1) and wrote a proposal.
2. She showed **courage**(2) and decided to talk at the student council meeting.
3. Some students laughed, but she ignored the **comment**(3).
4. Ms. Hoda liked Zeina's **determination**(4) and helped her speak to different students.
5. Zeina discovered that many students had special **talents**(5).
6. Zeina helped everyone feel **confident**(6) about their talents.

(1) مسئولية
(2) الشجاعة
(3) تعليق
(4) تصميم-عزيمة
(5) مواهب
(6) واثق

Text of chapter 2

Taking Initiative and Building a Team



Zeina decided to take **responsibility**[1] for her idea. She researched school gardens online and wrote a simple **proposal**[2] . She explained both the good and the **difficult sides**[3] .

The next week, she showed **courage**[4] by speaking at the student **council**[5] meeting. Her hands were **shaking**[6], but she believed in her plan.

"I want to create a garden behind our school," she said. "It would be a beautiful place to eat lunch, and we could grow vegetables for the **cafeteria**[7]. But I need help."

Some students laughed.

"You're just a new student," one said. "Why should we listen to you?"

Zeina felt hurt, but she ignored the **comment**[8].

"This is my school too. Everyone **deserves**[9] a nice place to learn and enjoy breaks."

Ms. Hoda, the **biology**[10] teacher, liked Zeina's **determination**[11]. She helped Zeina speak to different students. Zeina soon found that many students had special **talents**[12] : Nancy was good with tools, Noha loved painting, Amal was strong, and Sarah was very **organized**[13].

Zeina helped everyone feel confident about their talents. The garden was no longer just her idea-it became their shared project.

(1) مسئولية	(2) اقتراح	(3) الجوانب الصعبة	(4) شجاعة	(5) مجلس	(6) تهتز	(7) كافيتريا
(8) تعليق	(9) يستحق	(10) علم الأحياء	(11) عزيمة	(12) مواهب	(13) منظم	

Questions and answers on Chapter Two

1 The questions and their answers

1. What did Zeina do to start her project? ١. ماذا فعلت زينة لتبدأ مشروعها ؟

- She wrote a simple proposal and explained her idea. - كتبت اقتراحًا بسيطًا وشرحت فكرتها.

2. Where did Zeina speak about her idea? ٢. أين تحدثت زينة عن فكرتها ؟

- She spoke at the student council meeting. -تحدثت فى اجتماع مجلس الطلاب.

3. SB What happened at the student council meeting? ٣. ماذا حدث فى اجتماع مجلس الطلاب ؟

- Zeina spoke about her garden idea, but some students laughed at her because she was a new student. - تحدثت زينة عن فكرة الحديقة، ولكن بعض الطلاب ضحكوا عليها لأنها كانت طالبة جديدة.

4. How did Zeina feel when some students laughed at her ?

٤. كيف شعرت زينة عندما ضحك بعض الطلاب عليها ؟

- She felt hurt, but she ignored the comment. -شعرت بالألم، لكنها تجاهلت التعليق.

5. Who liked Zeina's determination ? ٥. من أعجبها إصرار زينة على تنفيذ الفكرة ؟

- Ms. Hoda, the biology teacher. -الآنسة هدى، مدرسة الأحياء.

6. SB What role did Ms Hoda play? ٦. ما الدور الذى قامت به الأستاذة هدى ؟

- She helped Zeina speak to different students. - ساعدت زينة على التحدث مع طلاب مختلفين.

7. What did Zeina find out about some other students ?

٧. ماذا اكتشفت زينة عن بعض الطلاب الآخرين ؟

- She found out they had special talents. -اكتشفت أن لديهم مواهب خاصة.

8. Who was good with tools ? ٨. من كان جيدًا فى استخدام الأدوات ؟

- Nancy was good with tools. - نانسى كانت جيدة فى استخدام الأدوات.

9. Who loved painting ? ٩. من كانت تحب الرسم ؟

- Noha loved painting. -نهى كانت تحب الرسم.

10. SB How was Sarah? ١٠. كيف كانت سارة ؟

- She was very organized. - كانت سارة منظمة جدًا.

2 Critical thinking questions and suggested answers أسئلة تفكير نقدى وإجاباتها المقترحة

1. Why do you think Zeina was brave to speak in the meeting ?

١. لماذا تعتقد أن زينة كانت شجاعة عندما تحدثت فى الاجتماع ؟

- Because she spoke in front of many students, even though she was nervous.

-لأنها تحدثت أمام طلاب كثيرين رغم أنها كانت متوترة.

2. How did Zeina do when students laughed at her ? ٢. كيف تصرفت زينة عندما ضحك بعض الطلاب عليها ؟

- She felt hurt but she ignored the comment. - شعرت بالألم لكنها تجاهلت التعليق.

3. What lesson can we learn from Zeina's actions ? ٣. ما الدرس الذى يمكن أن نتعلمه من تصرفات زينة ؟

- If you believe in your idea, don't let others stop you. -إذا كنت تؤمن بفكرتك، فلا تدع الآخرين يوقفونك.

4. Why was it good that each student had a different talent ?

٤. لماذا كان من الجيد أن لكل طالب موهبة مختلفة ؟

- Because they worked together and helped the project succeed.

- لأنهم عملوا معًا وساعدوا فى نجاح المشروع.

5. How did Zeina turn her idea into a shared project ? ٥. كيف حوّلت زينة فكرتها إلى مشروع مشترك ؟

- She included others and made them feel part of the team.

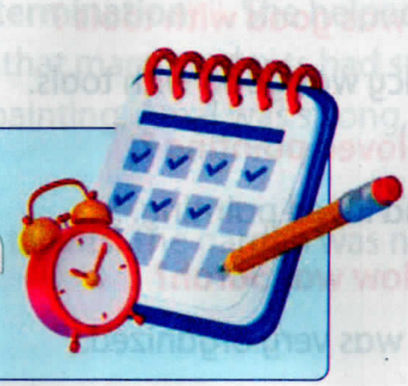
- أشركت الآخرين وجعلتهم يشعرون بأنهم جزء من الفريق.

6. SB What do you think made Zeina brave when she spoke?

٦. فى رأيك، ما الذى جعل زينة شجاعة عندما تحدثت؟

- I think Zeina was brave because she believed in her plan.

- أعتقد أن زينة كانت شجاعة لأنها كانت تؤمن بخطتها.



General Exercises On Chapter 2

1 Choose the correct answer from a, b, c or d :

1. Zeina wrote a simple .... to explain her idea.
   a. letter b. proposal c. story d. poster
2. Zeina spoke in front of the student .... meeting.
   a. class b. park c. council d. library
3. Nancy was good with ....
   a. books b. tools c. plants d. paint
4. Noha loved ....
   a. music b. reading c. painting d. math
5. Zeina felt .... when students laughed.
   a. happy b. hurt c. pleased d. calm
6. Ms. Hoda was a/an .... teacher.
   a. math b. biology c. art d. science
7. Zeina's idea became a .... project.
   a. fun b. shared c. hard d. brave
8. Sarah was very ....
   a. lazy b. quiet c. organized d. kind

2 Answer the following questions :

1. SB How did Zeina prepare to share her idea?
   ....
2. SB How did Zeina react when students laughed at her?
   ....
3. What was the first step Zeina took to make her idea a reality?
   ....
4. How did Zeina feel when she spoke at the meeting?
   ....
5. What did the other students say to Zeina?
   ....

6. What quality did Ms. Hoda like about Zeina ?

....

7. Who was Ms. Hoda ?

....

8. SB Do you think Zeina's idea will succeed ? Why/Why not ?

....

3 Read and write (T) True or (F) False :

1. Zeina was very confident and calm when speaking to the council. ☐
2. All the students supported Zeina's idea from the beginning. ☐
3. Ms. Hoda thought Zeina's idea was bad. ☐
4. The team was made up of students who all had the same skills. ☐

4 Read and complete the sentences with words in the box :

online - talents - shared - responsibility - courage

1. Zeina decided to take .... for improving the school.
2. Zeina showed great .... by not giving up when others laughed.
3. Zeina researched school gardens ....
4. Zeina found that many students had special ....
5. The garden became a .... project.

5 Who said this?

1. "This is my school too."

....

2. "I want to create a garden behind our school."

....

3. "Everyone deserves a nice place to learn and enjoy breaks."

....



SB Pages 48 & 49

Chapter 3 ▸ Facing Problems with Determination

I Vocabulary

Key Vocabulary

initiative	مبادرة	frustrated = disappointed	محبط - خائب الأمل
donations	تبرعات	climate	المناخ
upset	منزعج	watering system	نظام ري
quit	يستسلم / ينسحب	honest	أمين
setbacks	عقبات	motivated	متحمس - متحفز

Extra Vocabulary

seeds	بذور	community	المجتمع
local	محلي	reaction	رد فعل
kindly	بلطف	research	يبحث
good for	مفيد لـ	instead of	بدلًا من
give up	يستسلم	soil	تربة زراعية
care	يرعى / يعتني	plan	خطة
plant	نبات - يزرع	die	يموت
suit	يناسب	solve	يحل

Study these definitions

ادرس هذه التعريفات

donations	money or gifts given to help a project	تبرعات
initiative	taking action without waiting for others	مبادرة
quit	to stop doing something because it's too hard	يستسلم - ينسحب
disappointed	feeling sad when something doesn't work out	محبط
climate	the usual weather in a place	مناخ

Pop Quiz On Vocabulary تدريب لإتقان المفردات اللغوية للقصة المقررة

• **Choose the correct answer from a, b, c or d :**

1. To .... means to stop doing something because it's too hard.
   a. forget b. damage c. ignore d. quit
2. Farmers put the .... and watered the field.
   a. seeds b. recipes c. hobbies d. sails
3. She felt .... when she lost the race.
   a. happy b. delighted c. frustrated d. strong
4. There is an initiative asking people for .... to help the poor.
   a. donations b. organs c. sticks d. doors
5. We should work together to .... our problems.
   a. create b. solve c. make d. laugh

II Main Points on chapter 3

Facing Problems with Determination

1. The team needed money to buy seed, **tools**(1) and soil.
2. Zeina showed an initiative asking local community for **donations**(2).
3. It rained and some plants died, so they felt **disappointed**(3).
4. The team worked together to **solve**(4) their problems.
5. They researched for plants which grow best in their **climate**(5).
6. The garden started to look better and the team felt **proud**(6).

(1) أدوات
(2) تبرعات
(3) محبط
(4) يحل
(5) مناخ
(6) فخور

Text of chapter 3

Facing Problems with Determination

The project started, but it wasn't easy, First, they needed money to buy seeds, tools, and soil. Zeina showed **initiative**(1) by asking local community for **donations**(2). She was always honest about how the money would be used.



Then, it rained for two weeks, and some of their first plants died. Amal was **upset**(3).

"This is too hard," she said. "Maybe we should just **quit**(4)". Zeina felt **disappointed**(5), too. But instead of giving up, she showed determination.

"I understand you're frustrated," she said kindly. "But we're doing something good for the school. We can't stop now."

The team worked together to solve the problems. They decided to change their plan. They researched which plants grow best in their **climate**(6) and how to protect them from too much rain.

They also built a better **watering system**(7) and learned how to care for different kinds of plants.

Slowly, the garden started to look better again. The team felt proud because they had solved the problems together.

(4) يستسلم	(3) منزعج	(2) تبرعات	(1) مبادرة
	(7) نظام الرى	(6) المناخ	(5) محبط

Questions and answers on Chapter Three

1 The questions and their answers

1. SB What problem did the team face at first ? ١. ما المشكلة التى واجهها الفريق فى البداية ؟

- They needed money to buy seeds, tools, and soil.

-كانوا يحتاجون إلى المال لشراء البذور والأدوات والتربة.

2. Where did the team get the money to buy seeds, tools, and soil ?

٢. من أين حصل الفريق على مال لشراء البذور والأدوات والتربة ؟

- Ziena showed initiative by asking local community for donations.

-أظهرت زينة روح المبادرة بطلب التبرعات من المجتمع المحلى.

3. SB What happened after it rained for two weeks ? ٣. ماذا حدث بعدما أمطرت لمدة أسبوعين ؟

- Some of their first plants died. -ماتت بعض نباتاتهم الأولى.

4. What was Amal's reaction to the problem ? ٤. كيف كان رد فعل "أمل" تجاه المشكلة ؟

- She felt it was too hard and suggested quitting. - شعرت أن الأمر صعب جدًا واقترحت التوقف.

5. How did Zeina respond to Amal's idea of quitting ? ٥. كيف ردت زينة على فكرة أمل بالتوقف ؟

- She said they were doing something good for the school and encouraged not to give up. - قالت إنهم يقومون بعمل جيد من أجل المدرسة وشجعتها على عدم الاستسلام.

6. How did Zeina feel at first ? ٦. كيف شعرت زينة فى البداية ؟

- She felt disappointed. - شعرت بخيبة أمل.

7. Did Zeina give up ? ٧. هل استسلمت زينة ؟

- No, she showed determination. -لا، بل أظهرت الإصرار.

8. What did the team decide to do to solve the problems ? ٨. ماذا قرر الفريق أن يفعل لحل المشاكل ؟

- They changed their plan and worked together. -غيروا خطتهم وعملوا معًا.

9. What did they learn about the plants ? ٩. ماذا تعلموا عن النباتات ؟

- They learned which plants grow best in their climate and how to protect them.

-تعلموا أى النباتات تنمو بشكل أفضل فى مناخهم وكيف يستطيعوا حمايتها.

10. What did they do to protect plants from too much water ?

١٠. ماذا فعلوا لحماية النباتات من المياه الزائدة ؟

- They built a better watering system. -بنوا نظام رى أفضل.

11. How did the garden look after they made changes ?

١١. كيف بدا شكل الحديقة بعد أن قاموا بإجراء التغييرات ؟

- It started to look better again.

- بدأت تبدو أفضل مرةً أخرى.

12. Why did the team feel proud in the end ?

١٢. لماذا شعر الفريق بالفخر فى النهاية ؟

- Because they solved the problems together.

- لأنهم حلوا المشكلات معًا.

2 Critical thinking questions and suggested answers

أسئلة تفكير نقدى وإجاباتها المقترحة

1. Why didn't Zeina give up when the plants died ?

١. لماذا لم تستسلم زينة عندما ماتت النباتات ؟

- Because she believed they were doing something good for the school.

-لأنها كانت تؤمن بأنهم كانوا يفعلون شيئًا جيدًا للمدرسة.

2. SB How can failure help you learn something new ?

٢. كيف يمكن أن يساعد الفشل فى تعليمك لأمر جديد ؟

- It makes you think of better ways to do the tasks.

- أنه يجعلك تفكر فى طريق أفضل لأداء مهامك.

3. Why was it important to learn about the climate and plants ?

٣. لماذا كان من المهم التعرف على المناخ والنباتات ؟

- So, they could choose the right plants and protect them from the rain.

- حتى يتمكنوا من اختيار النباتات المناسبة وحمايتها من المطر.

4. SB What do you think helped Zeina stay motivated when things were hard ?

٤. فى رأيك، ما الذى ساعد زينة على البقاء متحمسة عندما كانت الأمور صعبة ؟

- She wanted to solve the problems and finish what they started.

- أرادت حل المشكلات وإكمال ما بدأوه.



General Exercises On Chapter 3

1 Choose the correct answer from a, b, c or d :

1. The team needed money to buy tools, seeds, and ....
   a. soil b. rain c. plants d. community
2. When the plants died, Amal wanted the team to ....
   a. continue b. ask for help c. quit d. buy more
3. The Team felt .... because they had solved the problems together.
   a. frustrated b. proud c. lonely d. afraid
4. Zeina told Amal she understood that she was ....
   a. happy b. excited c. frustrated d. strong

2 Answer the following questions :

1. What was the first thing the project needed?
   ....
2. What did Zeina ask the local community for?
   ....
3. How long did it rain?
   ....
4. SB How did Zeina try to get money for the project?
   ....
5. SB What happened after it rained for two weeks?
   ....
6. SB What was Amal's reaction? What was Zeina's?
   ....
7. How did the team solve the water problem?
   ....
8. SB If you were in Zeina's place, would you do the same thing? Why?
   ....

9. What did the team decide to do with their plan?

....

3 Read and write (T) True or (F) False :

1. The project was easy from the very beginning. ☐
2. Zeina was dishonest about how the donations would be used. ☐
3. Zeina did not feel disappointed when the plants died. ☐
4. The team decided to quit after the rain. ☐

4 Read and complete the sentences with words in the box:

donations - soil - disappointed - system - initiative

1. Zeina showed .... by asking for help from the community.
2. The team used the .... to buy necessary supplies.
3. Amal felt .... and suggested that they should give up.
4. They built a better watering ....

5 Who said this?

1. "This is too hard."

....

2. "Maybe we should just quit".

....

3. "I understand you're frustrated."

....

4. "We can't stop now."

....



SB Pages 65 & 66

Chapter 4 ▸ Growing Success

I Vocabulary

Key Vocabulary

surround	يحيط	solutions	حلول
blame	يلوم - يعاتب	global responsibility	مسئولية عالمية
leader	قائد	eco-friendly	صديق للبيئة
responsible	مسئول	methods	وسائل / طرق
natural fertilizers	أسمدة طبيعية / عضوية	harmful	ضار - مؤذي
reduce	يقلل		

Extra Vocabulary

fresh	طازج	behave	يتصرف - يسلك
purpose	غرض	success	نجاح
chemicals	مواد كيميائية	growing	متزايدة
no longer	لم يعد	mistake	خطأ
generations	أجيال	lettuce	نبات الخس
trash	القمامة		

Study these definitions

ادرس هذه التعريفات

eco-friendly	not harmful to nature	صديق للبيئة
global responsibility	caring for the Earth and future generations	مسئولية عالمية
natural fertilizers	materials used to help plants grow	أسمدة عضوية
leader	a person who guides or is in charge of a group	قائد
blame	to say that someone is responsible for a mistake	يلوم

Pop Quiz On Vocabulary تدريب لإتقان المفردات اللغوية للقصة المقررة

• Choose the correct answer from a, b, c or d :

1. We shouldn't .... children for all mistakes.

a. blame | b. bake | c. read | d. swim

2. .... are bad for fruit and vegetables.

a. Bees | b. Flowers | c. Chemicals | d. Seeds

3. A good leader is .... for both successes and mistakes.

a. responsible | b. silly | c. sad | d. unkind

4. .... means not harmful to nature.

a. Eco-friendly | b. Curious | c. Silly | d. Modern

5. We should .... trash to help our environment.

a. increase | b. steal | c. reduce | d. produce

II Main Points on chapter 4

Growing Success

1. After three months of hard work, the idea of the garden was **successful**[1] .
2. The garden began to **produce**[2] fresh tomatoes, lettuce and colorful flowers.
3. Zeina learned that a leader means being **responsible for**[3] both successes and mistakes.
4. The students also learned about **global responsibility**[4] .
5. They used **eco-friendly**[5] methods, such as **natural fertilizers**[6] and no harmful chemicals.
6. Students from other classes visited the garden and offered help.
7. The students became a team with a shared **purpose**[7] .

(1) ناجح
(2) ينتج
(3) مسؤول عن
(4) مسئولية عالمية
(5) صديق للبيئة
(6) أسمدة عضوية
(7) هدف/غرض

Text of chapter 4

Growing Success



After three months of hard work, the garden finally looked amazing. Students started eating lunch outside, **surrounded**[1] by fresh tomatoes, lettuce, and colorful flowers. The cafeteria began using some of the garden vegetables, which made everyone feel proud.

Zeina learned something new about being a **leader**[2]. It didn't mean she always had the answers. It meant being **responsible**[3] for both the **successes**[4] and the **mistakes**[5]. When some plants didn't grow well, Zeina didn't **blame**[6] anyone. Instead, she worked with the team to find solutions.

The students also learned about global **responsibility**[7]. They used eco-friendly methods: no harmful **chemicals**[8], only natural **fertilizers**[9]. This also helped the soil and reduced trash.

Students from other classes started visiting the garden. Some asked how they could help. Others just wanted to enjoy the beautiful garden.

The garden had changed the school-and it had changed the students. They were no longer just classmates. They were a team with **a shared purpose**[10].

(5) أخطاء	(4) نجاحات	(3) مسئول	(2) قائد	(1) محاط بـ
(10) هدف مشترك	(9) سماد	(8) مواد كيميائية	(7) مسئولية	(6) يلوم

Questions and answers on Chapter Four

1 The questions and their answers

1. How long did it take for the garden to look amazing ? ١. كم من الوقت استغرق لجعل الحديقة تبدو رائعة ؟

- It took three months of hard work. -استغرق الأمر ثلاثة أشهر من العمل الشاق.

2. What foods surrounded the students when they ate lunch outside ?

٢. ما الأطعمة التى كانت تحيط بالطلاب أثناء تناولهم الغداء بالخارج ؟

- Fresh tomatoes, lettuce, and colorful flowers. - طماطم طازجة، وخس، وزهور ملونة.

3. How did the school cafeteria benefit from the garden ? ٣. كيف استفادت كافتيريا المدرسة من الحديقة ؟

- It began using some of the garden vegetables. - بدأت فى استخدام بعض خضروات الحديقة.

4. What did the cafeteria do with some of the garden vegetables ?

٤. ماذا فعلت الكافتيريا ببعض خضروات الحديقة ؟

- It used them in preparing food. - استخدمتها فى إعداد الطعام.

5. How did the students feel about the garden's success ? ٥. كيف شعر الطلاب تجاه نجاح الحديقة ؟

- They felt very proud. -شعروا بالفخر الشديد.

6. What did Zeina learn about being a leader in this chapter ?

٦. ماذا تعلمت زينة عن القيادة فى هذا الفصل ؟

- She learned that a leader is responsible for both successes and mistakes.

-تعلمت أن القائد مسئول عن كل من النجاحات والأخطاء.

7. What did Zeina do when some plants didn't grow well ?

٧. ماذا فعلت زينة عندما لم تنمو بعض النباتات جيدًا ؟

- She didn't blame anyone; instead, she worked with the team to find solutions.

- لم تلم أحدًا، بل عملت مع الفريق لإيجاد حلول.

8. SB How did the students help the environment ? ٨. كيف ساعد الطلاب البيئة ؟

- They used eco-friendly methods. - استخدموا أساليب فى الزراعة صديقة للبيئة.

9. What eco-friendly methods did the students use ? ٩. ما الأساليب الصديقة للبيئة التى استخدمها الطلاب ؟

- They used no harmful chemicals and only natural fertilizers.

- لم يستخدموا مواد كيميائية ضارة، بل استخدموا أسمدة طبيعية فقط.

10. What benefit did the soil get from these methods ?

١٠. ما الفائدة التى حصلت عليها التربة من هذه الأساليب ؟

- The soil improved and trash was reduced. - تحسنت التربة وقلت النفايات.

11. What did students from other classes do when they visited the garden ?

١١. ماذا فعل طلاب الفصول الأخرى عندما زاروا الحديقة ؟

- Some offered to help, and others enjoyed the beauty of the garden.

- بعضهم عرض المساعدة، وآخرون استمتعوا بجمال الحديقة.

12. How did the garden change the students ? ١٢. كيف غيرت الحديقة الطلاب ؟

- It made them a team with a shared purpose. - جعلتهم فريقًا له هدف مشترك.

2 Critical thinking questions and suggested answers أسئلة تفكير نقدى وإجاباتها المقترحة

1. Why do you think the garden made the students feel proud ?

١. لماذا تعتقد أن الحديقة جعلت الطلاب يشعرون بالفخر ؟

- Because they worked hard together and saw the results of their teamwork.

- لأنهم عملوا بجد معًا ورأوا نتائج عملهم الجماعى.

2. How did Zeina show she was a good leader ? ٢. كيف أظهرت زينة أنها قائد ناجح ؟

- She didn't blame anyone and worked with the team to find solutions.

- لم تلق اللوم على أحد، بل عملت مع الفريق لإيجاد حلول.

3. Why is it important to use eco-friendly methods in gardening ?

٣. لماذا من المهم استخدام طرق صديقة للبيئة فى الزراعة ؟

- Because they protect the soil, reduce harm, and are safe for people and nature.

-لأنها تحمى التربة وتقلل من الضرر وتكون آمنة للناس والطبيعة.

4. SB Can a small project like a garden really help the world ? How ?

٤. هل يمكن لمشروع صغير مثل الحديقة أن يساعد العالم حقًا ؟ وكيف ؟

- Yes, because it teaches teamwork, responsibility, and environmental care, which can inspire bigger changes.

- نعم، لأنه يُعلم العمل الجماعى، وتحمل المسئولية، والعناية بالبيئة، مما قد يلهم بتغييرات أكبر.

5. Why is it important to accept mistakes when you're leading a group ?

٥. لماذا من المهم تقبل الأخطاء عند قيادة فريق ؟

- Because accepting mistakes helps build trust, encourages problem-solving, and makes the team stronger.

- لأن تقبل الأخطاء يساعد على بناء الثقة، ويشجع على حل المشكلات، ويجعل الفريق أقوى.

6. SB Why do you think Zeina didn't blame anyone when the plants didn't grow well ?

٦. لماذا تعتقد أن زينة لم تلق اللوم على أحد عندما لم تنم النباتات جيدًا ؟

- Because she understood that a leader takes responsibility works with the team to find solutions.

- لأنها أدركت أن القائد يتحمل المسئولية ويعمل مع الفريق لإيجاد الحلول.

General Exercises On Chapter 4

1 Choose the correct answer from a, b, c or d :

1. SB Zeina learned something new about being a ....

a. scientist b. visitor c. leader d. student

2. After .... months of hard work, the garden finally looked amazing.

a. six b. three c. two d. four

3. The students used .... methods to plant the garden.

a. proud b. chemical c. eco-friendly d. bad

4. Instead of blaming people, Zeina worked to find ....

a. problems b. chemicals c. solutions d. leaders

5. Some students from other classes .... the beautiful garden.

a. damaged b. grew c. planted d. enjoyed

2 Answer the following questions :

1. SB What positive changes happened in the garden after three months?

....

2. SB What did Zeina learn about being a leader?

....

3. How did the students practice global responsibility?

....

4. SB Why did they use eco-friendly methods?

....

5. How did the students feel about their achievement?

....

6. Why was it important that Zeina didn't blame anyone for problems?

....

7. SB How did the garden affect students who weren't on the team?

....

8. What did students from other classes do ?

....

9. SB Can a small project like a garden really help the world? How?

....

10. How did the garden change the students ?

....

3 Read and write (T) True or (F) False :

1. The garden was successful after only one week. ( )
2. Zeina believed a leader should always have all the answers. ( )
3. The students used harmful chemicals to make the plants grow faster. ( )
4. The garden had no benefit for the school cafeteria. ( )

4 Read and complete the sentences with words in the box :

proud - garden - chemicals - team - global

1. After the .... looked amazing, students started eating lunch outside.
2. The students felt very .... of what they had achieved.
3. The students learned about the .... responsibility.
4. The team avoided using any harmful .... on their plants.
5. The students were no longer just classmates, they were a ....



SB Pages 78 & 79

Chapter 5 ▸ The Impact of Growth

I Vocabulary

Key Vocabulary

space	مساحة - فراغ	gardener	بستاني
dedicated	متفاني / مخلص	respect	احترام / تقدير
trust	يثق / ثقة	pretend	يتظاهر
agriculture	الزراعة	limits	حدود
impact	تأثير	inspire	يشجع - يلهم
quit	ينسحب	growth	نمو

Extra Vocabulary

sign	لافتة	treat	يتعامل
real	حقيقي	drawings	رسومات
realize	يدرك	discover	يكتشف
learner	متعلم	environment	البيئة
weakness	ضعف	leadership	قيادة
personal	شخصي	industry	الصناعة
affect	يؤثر على	copy	ينسخ - نسخة

Pop Quiz On Vocabulary تدريب لإتقان المفردات اللغوية للقصة المقررة

• **Choose the correct answer from a, b, c or d :**

1. Pollution has a bad .... on the environment.

a. impact b. food c. hobby d. learner

2. Good leaders always .... their teams.

a. discourage b. damage c. ignore d. inspire

3. You should be .... when you cross the road.
   a. careful b. careless c. sad d. real
4. SB Farmers work in the field of .... to grow food.
   a. agriculture b. industry c. trade d. design
5. SB After the long day's work, he decided to .... the job and find another one.
   a. join b. quit c. enjoy d. build
6. SB She is .... to her studies and does her homework on time.
   a. lazy b. late c. angry d. dedicated
7. SB I .... my friends. I always ask them for advice.
   a. teach b. trust c. copy d. blame

II Main Points on chapter 5

The Impact of Growth

1. At the end of the school year, Zeina looked around the garden happily.
2. Zeina's idea was a **success**(1) and the change was in the students.
3. The students were careful and showed **respect**(2) to the environment.
4. Nancy discovered her love for growing food and would study **agriculture**(3).
5. Noha made **signs**(4) and drawings that inspired others.
6. Amal became one of the **dedicated**(5) gardeners and watered the plants.
7. Zeina discovered that being honest with others helps people **trust**(6) you.
8. Zeina always talked about her **limits**(7) and didn't pretend to be perfect.
9. The garden project had changed the **way**(8) people treated their school and each other.

(1) نجاح
(2) احترام
(3) الزراعة
(4) علامات / للافتات
(5) مخلص
(6) يثق
(7) حدود
(8) طريق

Text of chapter 5

The Impact of Growth



At the end of the school year, Zeina looked around the garden and smiled. It started with just an idea. Now it was a **real**[1] space-full of green plants, colors, and life. But the biggest change wasn't in the garden. It was in the students.

Students were now more careful with the school. They threw less trash on the ground and showed more **respect**[2] for the environment. Nancy discovered a love for growing food and wanted to study **agriculture**[3]. Noha's **signs**[4] and drawings made the garden beautiful and **inspired**[5] others to add art around the school.

Amal, who had almost **quit**[6], became one of the most **dedicated**[7] gardeners. She even came early to water the plants.

Zeina realized something important: being honest with others-and with yourself-helps people **trust**[8] you. She had always talked about her **limits**[9] and didn't pretend to be perfect. That made her a better leader.

The garden project had changed the way people **treated**[10] their school and each other. It had helped students grow-not just as learners, but as people.

(1) حقيقى	(2) احترام	(3) زراعة	(4) للافتات	(5) يلهم
(6) ينسحب	(7) مخلص	(8) ثقة	(9) حدود	(10) يتعامل

CHAPTER FIVE

Questions and answers on Chapter Five

1 The questions and their answers

1. What did Zeina do at the end of the school year ? ١. ماذا فعلت زينة فى نهاية العام الدراسى ؟

- She looked around the garden and smiled. -نظرت حول الحديقة وابتسمت.

2. How did the garden project start ? ٢. كيف بدأ مشروع الحديقة ؟

- It started with just an idea. -بدأ بمجرد فكرة.

3. What did the garden look like at the end of the school year ?

٣. كيف كانت الحديقة فى نهاية العام الدراسى ؟

- It was full of green plants, colors, and life. - كانت مليئة بالنباتات الخضراء والألوان والحياة.

4. Where was the biggest change according to Zeina ? ٤. أين كان أكبر تغيير حسب رؤية زينة ؟

- The biggest change was in the students. - أكبر تغيير كان فى الطلاب.

5. How did the garden project change the students ? ٥. كيف غير مشروع الحديقة الطلاب ؟

- It helped them grow. - ساعدهم على النمو.

6. How did students become more careful at school ? ٦. كيف أصبح الطلاب أكثر حذرًا فى المدرسة ؟

- They threw less trash on the ground. - قاموا بتقليل القاء المخلفات على الأرض.

7. What did Nancy discover about herself ? ٧. ماذا اكتشفت نانسى عن نفسها ؟

- She discovered her love for growing food. - اكتشفت حبها للزراعة.

8. What did Nancy want to study ? ٨. ماذا أرادت نانسى أن تدرس ؟

- She wanted to study agriculture. - أرادت دراسة مجال الزراعة.

9. How did Noha make the garden beautiful ? ٩. كيف جعلت نهى الحديقة جميلة ؟

- By making signs and drawings that inspired others to add art around the school.

- من خلال صنع اللافتات والرسومات التى تلهم الآخرين بإضافة الفن حول المدرسة.

10. Who became one of the most dedicated gardeners ?

١٠. من أصبحت من أفضل العاملين فى الحديقة التزامًا ؟

- Amal. -أمل.

11. When did Amal water the plants ? ١١. متى كانت أمل تسقى النباتات ؟

- She watered them early in the morning. - كانت ترويهم فى الصباح.

12. SB What did Zeina realize about honesty and leadership ?

١٢. ماذا أدركت زينة عن الصدق والقيادة ؟

- She realized that being honest with others and yourself helps people trust you.

- أدركت أن الصدق مع الآخرين ومع نفسك يساعد الناس على الوثوق بك.

13. SB How did Zeina's limits help her become a better leader ?

١٣. كيف ساعدتها حدودها على أن تصبح قائدة أفضل ؟

- She always talked about her limits and didn't pretend to be perfect, which made her more trustworthy and a better leader.

- كانت دائمًا تتحدث عن حدودها ولا تتظاهر بالكمال، مما جعلها أكثر جدارة بالثقة وقائدة أفضل.

2 Critical thinking questions and suggested answers أسئلة تفكير نقدى وإجاباتها المقترحة

1. Why do you think being honest made Zeina a better leader ?

١. لماذا تعتقد أن الصدق جعل زينة قائدة أفضل ؟

- Because people trusted her and she didn't pretend to be perfect.

-لأن الناس وثقوا بها ولم تتظاهر بأنها مثالية.

2. How did the students' behavior at school change after the garden project ?

٢. كيف تغير سلوك الطلاب فى المدرسة بعد مشروع الحديقة ؟

- They became more respectful and careful with their environment.

- أصبحوا أكثر احترامًا واهتمامًا بالبيئة الخاصة بهم.

3. Why is working as a team better than working alone in this story ?

٣. لماذا يُعد العمل الجماعى أفضل من العمل الفردى فى هذه القصة ؟

- Because teamwork helped them succeed and support each other.

- لأن العمل الجماعى ساعدهم على النجاح ودعم بعضهم البعض.

4. SB Why was this chapter called "The Impact of Growth" ?

٤. لماذا سُمى هذا الفصل "أثر النمو" ؟

- Because the garden project helped plants grow and also helped students grow in their behavior, skills, and respect for each other.

- لأن مشروع الحديقة ساعد النباتات على النمو وساعد أيضًا الطلاب على النمو فى سلوكهم ومهاراتهم واحترامهم لبعضهم البعض.

General Exercises On Chapter 5

1 Choose the correct answer from a, b, c or d :

1. The students learned to show more .... for the environment.
   a. respect   b. trash   c. art   d. agriculture
2. Amal became a very .... gardener.
   a. lazy   b. sad   c. dedicated   d. perfect
3. Noha's .... and drawings made the garden beautiful.
   a. inventions   b. music   c. signs   d. food
4. .... always talked about her limits and didn't pretend to be perfect.
   a. Noha   b. Zeina   c. Amal   d. Nadia

2 Answer the following questions :

1. SB What changes happened at the school because of the garden?
....
2. How did Nancy's interests change?
....
3. What did Noha's signs and drawings do for the school?
....
4. What important lesson did Zeina realize about trust?
....
5. How did Zeina show she wasn't pretending to be perfect?
....
6. SB How did the project affect Nancy and Amal?
....
7. SB Why do you think people respect the honest?
....
8. SB Mention two things you think teamwork can teach students.
....

3 Read and write (T) True or (F) False :

1. The garden project only changed the playground. ☐
2. The students became less respectful to the environment. ☐
3. Amal quit the project and never returned. ☐
4. Zeina pretended to be perfect to be a better leader. ☐

4 Read and complete the sentences with words in the box :

impact - dedicated - agriculture - respect

1. The students learned to show .... for their school.
2. Nancy developed an interest in ....
3. The garden had a positive .... on the school community.





SB Pages 92 & 93

Chapter 6 ‣ Looking Forward

I Vocabulary

Key Vocabulary

president	رئيس	symbol	رمز
students council	مجلس الطلاب	bravery = courage	شجاعة
ambition	طموح	determination	عزيمة/ إصرار
special	مميز/ خاص	strength	القوة

Extra Vocabulary

especially	خاصة / على وجه الخصوص	lead to	يؤدي إلى
go wrong	يفشل/ يسوء	alone	بمفرده
add	يضيف	valuable	ذو قيمة / قيم
leadership	قيادة	scary	مخيف
symbolize	يرمز إلى	desire	رغبة - يرغب
role	دور	achieve	يحقق / ينجز
offer	عرض / يقدم عرض	believe	يصدق - مؤمن

Study these definitions

ادرس هذه التعريفات

ambition	a strong desire to achieve something big	طموح
courage	bravery to do something new or scary	شجاعة
special	valuable in a different way	مميز
symbol	a sign of something	رمز

Pop Quiz On Vocabulary تدريب لإتقان المفردات اللغوية للقصة المقررة

- **Choose the correct answer from a, b, c or d :**

1. .... means valuable in a different way.
   a. Special b. Common c. Normal d. Easy
2. A good leader has some qualities such as honesty and ....
   a. sickness b. sadness c. unkindness d. courage
3. Hard work and .... are the keys to success.
   a. determination b. fight c. food d. sleep
4. Small ideas can .... to big changes.
   a. read b. lead c. feel d. feed
5. He hopes to be a doctor one day. He has ....
   a. president b. symbol c. bravery d. ambition

II Main Points on chapter 6

Looking Forward

1. The next year, Zeina was chosen **president**[1] of the student council.
2. Zeina learned a lot about how to be a real leader.
3. Zeina had a bigger **ambition**[2] to help students change their world.
4. Zeina told them that they could **solve**[3] problems by working together.
5. The garden became a **symbol**[4] of what students could do together.
6. Zeina knew that small ideas could lead to big **changes**[5] .

(1) رئيس
(2) طموح
(3) يحل
(4) رمز
(5) تغييرات

Text of chapter 6

Looking Forward



The next year, Zeina was chosen **president**(1) of the student council. She learned a lot from the garden project, **especially**(2) about being a real leader. It didn't mean doing everything alone. It meant helping others and being honest when things were hard.

Now, her **ambition**(3) was bigger than just a garden. She wanted to help students believe they could change their school-and maybe the world.

"Everyone has something special to **offer**,(4)" she told new students. "When we work together with respect and determination, we can solve any problem."

The garden continued to grow. Students added more plants, painted benches, and created **quiet spaces**(5) for reading. It became a **symbol**(6) of what students could do together.

Zeina had learned that growth doesn't happen only in plants. It also happens in people-especially when they show courage to try something new and **strength**(7) when things **go wrong**(8).

She knew she still had more to learn. But she also knew something very important: Small ideas can **lead to**(9) big changes-when people believe in them.

(5) مساحات هادئة	(4) يقدم عرض	(3) طموح	(2) على وجه الخصوص	(1) رئيس
	(9) يؤدى إلى	(8) يفشل / يسوء	(7) القوة	(6) رمز

Questions and answers on Chapter Six

1 The questions and their answers

1. Who was chosen as president of the student council ?

١. من تم اختيارها رئيسة لمجلس الطلاب ؟

- Zeina.

-زينة.

2. SB How did Zeina describe "real leadership" ?

٢. كيف وصفت زينة "القيادة الحقيقية" ؟

- She said it means helping others and being honest, not doing everything alone.

- قالت إنها تعنى مساعدة الآخرين والصدق، وليس القيام بكل شىء وحدها.

3. What was Zeina's ambition after the garden project ?

٣. ماذا كان طموح زينة بعد مشروع الحديقة ؟

- To help students believe they could change their school - and may be the world.

- أن تساعد الطلاب ليؤمنوا بأنهم يستطيعون تغيير مدرستهم وربما العالم.

4. What did Zeina tell the new students about solving problems ?

٤. ماذا قالت زينة للطلاب الجدد عن حل المشاكل ؟

- She said that working together with respect and determination can solve any problem.

- قالت إن العمل معًا باحترام وإصرار يمكن أن يحل أى مشكلة.

5. What did students add to the garden ?

٥. ماذا أضاف الطلاب إلى الحديقة ؟

- They added more plants, painted benches and created quiet spaces for reading.

- أضافوا نباتات أكثر وقاموا بطلاء المقاعد وصنعوا أماكن هادئة لممارسة هواية القراءة.

6. What did the garden become a symbol of ?

٦. ماذا الذى أصبحت الحديقة رمزًا له ؟

- It became a symbol of growth and teamwork.

- أصبحت رمزًا للنمو والعمل الجماعى.

7. Why did the garden become a symbol of growth and teamwork ?

٧. لماذا أصبحت الحديقة رمزًا للنمو والعمل الجماعى ؟

- Because it showed what students could achieve when they worked together.

- لأنها أظهرت ما يمكن أن يحققه الطلاب عندما يعملون معًا.

8. What did Zeina still need to do ?

٨. ماذا كانت زينة لا تزال بحاجة لفعله ؟

- She still had more to learn.

- كانت لا تزال بحاجة لتتعلم المزيد.

9. What important idea did we learn at the end of the story ?

٩. ما الفكرة المهمة التى تعلمناها فى نهاية القصة ؟

- Small ideas can lead to big changes when people believe in them.

- الأفكار الصغيرة يمكن أن تؤدى إلى تغييرات كبيرة عندما يؤمن بها الناس.

10. SB What happens when a leader helps others feel strong and valuable ?

١٠. ماذا يحدث عندما يساعد القائد الآخرين على الشعور بالقوة والقيمة ؟

- People work better together and can solve problems more easily.

- يعمل الناس معًا بشكل أفضل، ويمكنهم حل المشكلات بسهولة أكبر.

2 Critical thinking questions and suggested answers

أسئلة تفكير نقدى وإجاباتها المقترحة

1. How does honesty help people trust you ?

١. كيف تساعد الأمانة الناس على الوثوق بك ؟

- When you are honest, others believe you and feel safe with you.

- عندما تكون صادقًا، يصدقك الآخرون ويشعرون بالأمان معك.

2. Why is the garden a good symbol for students' growth ?

٢. لماذا تُعد الحديقة رمزًا جيدًا لنمو الطلاب ؟

- Because it shows how students learned, worked together, and improved.

-لأنها تُظهر كيف تعلَّم الطلاب، وعملوا معًا، وتحسنوا.

3. What lesson can we learn from Zeina ?

٣. ما الدرس الذى يمكن أن نتعلمه من زينة ؟

- That big change starts with small steps and teamwork.

- إن التغيير الكبير يبدأ بخطوات صغيرة والعمل الجماعى.

4. What is the importance of determination ?

٤. لماذا تعتبر العزيمة مهمة ؟

- It helps solve any problem when working together.

- تساعد فى حل أى مشكلة عند العمل الجماعى.

General Exercises On Chapter 6

1 Choose the correct answer from a, b, c or d :

1. .... told new students that everyone has something special to offer.
   a. Dina b. Zeina c. Amal d. Huda
2. Students added more .... to the garden.
   a. caves b. fountains c. plants d. pools
3. Zeina's big .... was to change the school for the better.
   a. ambition b. symbol c. bravery d. resilience
4. At the end of the story, Zeina was chosen .... of the student council.
   a. student b. teacher c. manager d. president
5. The garden became a .... of teamwork and success.
   a. problem b. president c. symbol d. student

2 Answer the following questions :

1. What did Zeina learn from the garden project?
   ....
2. What was Zeina's message to new students?
   ....
3. SB Why do you think Zeina's leadership helped other students ?
   ....
4. What two qualities help people grow when things go wrong?
   ....
5. What is the main moral of the story?
   ....
6. SB What new role did Zeina take on at school?
   ....
7. SB What does the garden symbolize in the story, and how can that idea apply to real life?
   ....
8. SB Do you think small ideas really can lead to big changes ?
   ....

9. SB What was Zeina's new goal for the school?

....

10. SB How did the garden continue to grow?

....

3 Read and write (T) True or (F) False.

1. Zeina decided she did not want to be a leader after the project. ☐
2. Zeina believed a real leader must do everything by themselves. ☐
3. Zeina wanted to help students believe they could change their school. ☐
4. The students added swings and toys to the garden. ☐
5. Zeina learned that growth happens only in plants not in people. ☐
6. Zeina was chosen president of the student council. ☐
7. The garden project was forgotten the next year. ☐
8. Zeina's ambition was to build another bigger garden. ☐

4 Read and complete the sentences with words in the box :

symbol - president - benches - ambition - changes

1. Zeina was chosen .... of the student council.
2. Some ideas can lead to big .... when people believe in them.
3. Her new .... was to help all students feel they could make a difference.
4. The garden was a powerful .... of what they could achieve together.

5 Who said this?

1. "Everyone has something special to offer".

....

2. "When we work together with respect and determination, we can solve any problem".

....

General Exercises

On story "The School Garden Project"

Model 1

A Choose the correct answer from a, b, c or d :

1. Zeina was always ....

a. lazy　b. silly　c. curious　d. funny

2. Zeina was chosen president of the student ....

a. library　b. shop　c. classroom　d. council

B Answer the following questions :

1. Do you think Zeina would make a change ?

....

2. What new role did Zeina take on at school ?

....

Model 2

A Read and write (T) True or (F) False :

1. Zeina learned that growth happens only in plants not people. ☐
2. Zeina showed weakness when she spoke at the student council meeting. ☐

B Complete the sentences using the words in the box :

leader - feed - quit - doctor

1. Some students wanted to .... , but Zeina encouraged them to go on.
2. Zeina learned something new about being a ....

Model 3

A Read and write (T) True or (F) False :

1. Zeina was chosen student council president the next year. ☐
2. Amal wasn't interested in the garden project. ☐

B Answer the following questions :

1. Why did Zeina feel sad when she saw the playground ?

....

2. Do you think Zeina's idea will succeed ? Why / Why not ?

....

Model 4

A Who said this ?

1. "Everyone has something special to offer."

....

2. "Maybe we should just quit".

....

B Choose the correct answer from a, b, c or d :

1. Zeina had an idea to make the .... much better.

   a. cinema   b. club   c. playground   d. library

2. The garden became a .... of what students could do together.

   a. film   b. cup   c. symbol   d. leader

Model 5

A Answer the following questions :

1. What do you think helped Zeina stay motivated when things were hard ?

....

2. How did the students help the environment ?

....

B Choose the correct answer from a, b, c or d :

1. Zeina showed .... and decided to talk at the council meeting.

   a. sadness   b. laziness   c. hobbies   d. courage

2. Nancy wanted to study .... because she liked growing food.

   a. history   b. Arabic   c. English   d. agriculture

El-Moasser
Homework Notebook



PART 1

1. Daily Assessments

ا. التقييمات اليومية

Unit 1 ▸ Choose the correct answer from a, b, c or d :

1. .... helps us to overcome life's problems and challenges. (Lesson 1)
   a. Fight b. Strength c. Discourage d. Sadness
2. The car has .... (Lesson 2)
   a. mended b. be mended c. been mended d. mending
3. Although Ali is a new student, he can .... to the new school. (Lesson 3)
   a. adjust b. repeat c. melt d. remind
4. Basant is .... She always tells the truth. (Lesson 4)
   a. greedy b. lazy c. honest d. unkind
5. When people feel accepted, their .... grows. (Lesson 5)
   a. age b. height c. confidence d. plants

Unit 2 ▸ Choose the correct answer from a, b, c or d:

1. Misunderstanding can lead to .... between members of the family. (Lesson 1)
   a. happiness b. cooperation c. conflict d. courage
2. If he .... hard, he would have got high marks. (Lesson 2)
   a. study b. studied c. had studied d. studying
3. When he .... , we knew that he agreed. (Lesson 3)
   a. cried b. slept c. shouted d. nodded
4. Problem - solving is one of the best .... of a leader. (Lesson 4)
   a. roads b. recipes c. skills d. hobbies
5. When people talk openly, it's easier to rebuild the .... between them. (Lesson 5)
   a. castle b. port c. bond d. feather

Unit 3 ▸ Choose the correct answer from a, b, c or d:

1. A robot is a .... that can do tasks. (Lesson 1)
   a. human b. person c. machine d. stick

2. The final exam will .... tomorrow by my teacher. (Lesson 2)
a. correct b. be corrected c. corrects d. correcting

3. When she meets new people, she feels .... and can't speak. (Lesson 3)
a. happy b. sleepy c. confused d. hungry

4. Giving money or gifts to help people is called a .... (Lesson 4)
a. donation b. navigation c. workshop d. transportation

5. AI will be .... to recognize emotions better. (Lesson 5)
a. stolen b. destroyed c. improved d. disconnected

Unit 4 ▸ Choose the correct answer from a, b, c or d:

1. It is important to .... screen time with outdoor activities. (Lesson 1)
a. balance b. waste c. throw d. damage

2. You .... park here. You are not allowed. (Lesson 2)
a. should b. can c. must d. mustn't

3. The word "stressed" is the antonym of " ....". (Lesson 3)
a. confused b. annoyed c. relaxed d. nervous

4. Solar energy doesn't cause pollution. It is .... (Lesson 4)
a. polluted b. noisy c. eco-friendly d. useless

5. My uncle is specialized in AI. He is a great .... (Lesson 5)
a. expert b. student c. beginner d. inexperienced

Unit 5 ▸ Choose the correct answer from a, b, c or d:

1. ...., listening, and curiosity are important skills in design. (Lesson 1)
a. Cheat b. Creativity c. Singing d. Cooking

2. .... waste your time playing online games. (Lesson 2)
a. Didn't b. Not c. Doesn't d. Never

3. Clever students can .... new and creative ideas. (Lesson 3)
a. brainstorm b. miss c. destroy d. mislead

4. I .... my friends. I always ask them for advice. (Lesson 4)
a. doubt b. blame c. trust d. distrust

5. I can't understand this sentence. It makes no .... (Lesson 5)
a. monsense b. sense c. recipe d. list

Unit 6 ▸ Choose the correct answer from a, b, c or d:

1. Reading stories makes you wiser and .... of the world. (Lesson 1)
   a. unmindful b. aware c. unhealthy d. unaware

2. He .... that Heba went to the zoo. (Lesson 2)
   a. said b. told c. asks d. tells

3. .... characters go on adventure journeys. (Lesson 3)
   a. Angry b. confused c. Brave d. Cowardly

4. His .... is to be an engineer. He has a strong desire to achieve it. (Lesson 4)
   a. ambition b. hobby c. subject d. road

5. .... stories are not true or real. (Lesson 5)
   a. Factual b. Scientific c. Fictional d. Mental

2. Weekly Assessments

٢. التقييمات الأسبوعية

Weeks 1&2 ▸ Choose the correct answer from a, b, c or d:

Week 1

1. We should .... those who do something useful like scientists.
   a. ignore b. refuse c. value d. adjust
2. We should .... young children who have amazing talents.
   a. forget b. support c. leave d. destroy

Week 2

1. To achieve your goal, you must be ....
   a. worried b. sad c. angry d. confident
2. It is important to .... the truth.
   a. tell b. mind c. fight d. forget

Weeks 3&4 ▸ Choose the correct answer from a, b, c or d:

Week 3

1. Conversations should be open and .... to solve problems.
   a. respectful b. messy c. polluted d. rude
2. .... problems is one of the best qualities of a good leader.
   a. Creating b. Making c. doing d. Solving

Week 4

1. There was no sound. The city was deep in ....
   a. noise b. silence c. marriage d. cooking
2. A / An .... is a natural ability to do something well.
   a. talent b. research c. uniform d. experiment

Weeks 5&6 ▸ Choose the correct answer from a, b, c or d:

Week 5

1. It is important to be .... in communication.
   a. dishonest b. unkind c. messy d. honest
2. He is .... and always feels upset.
   a. frustrated b. delighted c. cheerful d. happy

Week 6

1. Robots with AI are used to bring .... to patients.

a. medicine b. shopping c. bones d. recipes

2. AI technology can reduce human ....

a. games b. hobbies c. meals d. errors

Weeks 7&8 ▸ Choose the correct answer from a, b, c or d:

Week 7

1. Students should stay .... when things are hard.

a. unhealthy b. noisy c. motivated d. unkind

2. Do you think AI will .... decisions instead of humans?

a. make b. feed c. sell d. do

Week 8

1. In hospitals, robots will help doctors do .... in the future.

a. surgeries b. festivals c. parties d. exams

2. Robots can't truly understand ....

a. emotions b. orders c. instructions d. music

Weeks 9&10 ▸ Choose the correct answer from a, b, c or d:

Week 9

1. It is advisable for students to limit their .... time.

a. activities b. safety c. screen d. reading

2. The Monorail is one of Egypt's greatest ....

a. projects b. plates c. subjects d. airports

Week 10

1. We should be .... of our great past.

a. angry b. sad c. proud d. worried

2. You must .... screens before bedtime to get good sleep.

a. use b. check c. avoid d. damage

Weeks 11&12 ▸ Choose the correct answer from a, b, c or d:

Week 11

1. You need a .... mind to be a special designer.

a. messy b. tired c. creative d. hungry

2. Solving the problem was a real .... We couldn't solve it easily.

a. fun b. challenge c. game d. gift

Week 12 1. My uncle is a good farmer. He works in the .... habitat.

a. education b. tourism c. industry d. agriculture

2. Be .... and don't worry about being perfect.

a. shy b. creative c. noisy d. distracted

Weeks 13&14 ▸ Choose the correct answer from a, b, c or d:

Week 13 1. The .... of the story is to tell the truth.

a. writer b. dress c. moral d. setting

2. Students should stay calm and ....

a. respectful b. messy c. noisy d. lazy

Week 14 1. Basant has a strong desire to .... her goals.

a. miss b. achieve c. delete d. lose

2. Many small bridges are still .... in some countries.

a. critical b. greedy c. golden d. wooden

Weeks 15&16 ▸ Choose the correct answer from a, b, c or d:

Week 15 1. There is some .... between them. They can't understand each other.

a. happiness b. connection c. conflict d. cooperation

2. Many .... think that technology can improve education.

a. farmers b. muscles c. experts d. babies

Week 16 1. To achieve progress, you should be ....

a. confident b. worried c. nervous d. angry

2. The antonym of the word "fair" is "................".

a. unfair b. unknown c. inactive d. funny

3. Monthly Assessments

٣. التقييمات الشهرية

October Month تقييمات شهر اكتوبر

Model A

• **Choose the correct answer from a, b, c or d:**

1. Your .... is where you come from.
   a. backbone b. background c. hobby d. menu
2. Working as a doctor needs good ....
   a. experiment b. experience c. pollution d. news
3. It is important to be honest and ....
   a. supportive b. bully c. mean d. nervous
4. I have four .... ; two brothers and two sisters.
   a. enemies b. siblings c. subjects d. novels
5. They .... English since they were young.
   a. study b. studied c. have studied d. has studied

Model B

• **Choose the correct answer from a, b, c or d:**

1. He felt .... when he missed the bus.
   a. delighted b. happy c. hungry d. frustrated
2. Everyone .... to be successful in his career.
   a. deserves b. feeds c. forgets d. remembers
3. They can fix the problem. The word "fix" here means ....
   a. leave b. solve c. delete d. remind
4. Life would be .... if we stayed close to family and friends.
   a. impossible b. irresponsible c. meaningful d. meaningless
5. If she .... , we wouldn't have eaten outdoors.
   a. cook b. had cooked c. cooked d. cooks

November Month تقييمات شهر نوفمبر

Model A

• Choose the correct answer from a, b, c or d:

1. Robots which walk and play with people are .... inventions.
   a. old b. ancient c. advanced d. dead
2. AI is just a tool, not a/an .... for people.
   a. replacement b. machine c. father d. instrument
3. Eco-friendly means .... for the environment.
   a. bad b. sad c. good d. terrible
4. Leadership means being .... for both successes and mistakes.
   a. unkind b. expensive c. unimportant d. responsible
5. The crops will be .... next week.
   a. collect b. collects c. collecting d. collected

Model B

• Choose the correct answer from a, b, c or d:

1. My brother is .... He can't concentrate well.
   a. awake b. aware c. smart d. distracted
2. More cars will .... in Egypt soon.
   a. make b. made c. be made d. making
3. AI can .... music and write poetry.
   a. compose b. do c. destroy d. cook
4. .... it was raining, we went out for a walk.
   a. Because b. So c. But d. Although
5. To .... is to change something to make it the way you want.
   a. kill b. customize c. cheat d. shop

Unit 1

General Exercises on Lesson 1

"The importance of self-discovery for young people"

Self-discovery is very important for young people because it helps them understand who they are and what they value. By learning about their strengths, weaknesses, and dreams, they can make better choices for their future. It also builds confidence, as they realize that being real and unique is more important than trying to be like everyone else. Self-discovery teaches young people to respect themselves and appreciate their individuality. It helps them face challenges, solve problems, and grow into the person they want to be. With self-discovery, young people can use their talents wisely, develop strong relationships, and live a life that reflects their true identity and values.

General Exercises on Lesson 3

"The mirror moment"

On the first day, a quiet girl looked in the mirror and felt she was different from everyone else. At school, she didn't talk much and liked to spend her time drawing in her sketchbook. One day, the teacher said, "Make an Identity Map about yourself and your dreams." That night, she drew her face with her glasses, curly hair, and a big smile. Around it, she wrote the words "Strong," "Creative," and "Curious." The next week, she stood in front of the class and showed her work proudly. Everyone clapped loudly, and the teacher said, "Being different is your strength." The girl smiled happily and believed it.

General Exercises on Lessons 5&6

"Good qualities of a person"

Good qualities make a person respected and trusted by others. Kindness is one of the most important qualities, as it helps people build strong and caring relationships. Honesty is another valuable quality because telling the truth creates trust. Responsibility shows that a person can be depended on to complete tasks and keep promises. Fairness means treating everyone equally and with respect. Patience helps in solving problems calmly without anger. Confidence allows a person to express ideas clearly and stand up for what is right. These qualities, when combined, shape a person's identity and make them a positive influence in their community, inspiring others to follow their example.

General Exercises on Unit 1

"An important lesson you learned about personal identity"

One important lesson I have learned about personal identity is that everyone is different and special in their own way. Understanding this has helped me accept myself and respect others. Personal identity is not only about how we look, but also about our values, strengths, and experiences. I have learned that when people are true to themselves, they feel more confident and earn the respect of others. Supporting people and being kind can help them grow and face challenges positively. This lesson taught me that differences should be celebrated, not judged. By respecting personal identity, we can build stronger relationships and create a more understanding and supportive community.

Unit 2

General Exercises on Lessons 1&2

"The best ways to have good communication with family and friends"

Good communication with family and friends is very important for building strong and healthy relationships. One of the best ways to communicate is to speak honestly and listen carefully to others. When we share our thoughts and feelings in a calm and respectful way, it helps us understand each other better. Talking face-to-face is more effective than sending messages because it allows us to see expressions and emotions. Spending time together, asking questions, and showing interest in what others say makes them feel valued. When problems happen, good communication helps solve them quickly. Listening, being honest, and showing respect can make any relationship stronger and happier.

General Exercises on Lesson 3

"Ways to solve problems using communications"

Communication is one of the best tools for solving problems in our daily lives. When people face a misunderstanding or conflict, talking openly can help find solutions faster. It is important to listen carefully to the other person's point of view and explain your ideas clearly. Staying calm during the conversation helps avoid

making the situation worse. Face-to-face discussions are usually more effective because you can see the other person's expressions and understand their feelings. Asking questions and trying to understand each other's needs can lead to better results. By using respect, honesty, and patience, communication can turn problems into opportunities for stronger relationships.

General Exercises on Lessons 6 & 5

"The importance of communication"

Communication plays a key role in our lives because it helps us connect with others, share ideas, and understand different opinions. Good communication builds trust and makes relationships stronger. When people speak openly and listen carefully, they can avoid misunderstandings and solve problems easily. Communication is also important in work and school because it helps teams work better and achieve goals faster. It can be done through speaking, writing, or even body language. Using clear and respectful words makes it easier for others to understand our message. Without communication, people may feel lonely or disconnected. That is why learning to communicate well is very important.

General Exercises on Unit 2

"Communication"

Communication is how people exchange ideas, thoughts, and information. It can be done in many ways, such as talking, writing, or using gestures. Good communication makes it easier to understand others and to be understood. It is very important in our daily lives at home, at school, and at work. When communication is clear and honest, it helps avoid mistakes and solve problems faster. Listening carefully to others shows respect and makes them feel valued. Speaking kindly and using polite words can make conversations more successful. By improving our communication skills, we can build stronger relationships and work better with everyone.

Unit 3

General Exercises on Lessons 1 & 2

"The benefits of using AI and robots in our daily lives"

AI and robots have many benefits that make our lives easier and more productive. In hospitals, they can help doctors by diagnosing diseases, delivering medicine, and even assisting in surgery. In schools, they can support teachers by helping students learn languages, solve math problems, and do research. At home, robots can clean, cook, or perform simple tasks, saving our time and effort. AI improves transportation with self-driving cars and helps businesses by automating tasks, reducing human mistakes, and increasing efficiency. They can also help solve global problems like climate change. With AI and robots, people can focus on more creative and important work.

General Exercises on Lesson 3

"A robot teacher"

I don't think robots will replace human teachers completely in the future.

Robots can be very helpful in teaching, checking homework instantly, and giving students extra practice. They can customize lessons and make learning faster. However, robots cannot feel emotions or understand when students are sad, tired, or need encouragement. Human teachers can smile, listen, and give emotional support, which helps students feel connected and motivated. Technology can make education better, but care, empathy, and personal connections of a human teacher are impossible for robots to replace. A good education needs both technology and the human touch.

General Exercises on lessons 5 & 6

"The benefits of smart robots in the future"

In the future, smart robots will bring many benefits to our daily lives. They will work in hospitals, helping doctors diagnose diseases, deliver medicine and even assist in surgery. In schools, they will support teachers, make lessons more personalized and help students learn languages and solve problems. At home, robots will clean, cook, and do simple tasks, giving people more free time. They will also be used in transportation with self-driving cars, making travel safer and faster. In business, robots will handle repetitive tasks, improve efficiency, and reduce human mistakes. Although they cannot fully replace humans, smart robots will make life easier, safer, and more productive for everyone.

General Exercises on Unit 3

"The benefits of AI in the future"

In the future, Artificial Intelligence (AI) will offer many benefits in different areas of life. In healthcare, AI will help doctors diagnose diseases faster and discover new medicines. In education, it will provide personalized learning for students and help teachers save time. AI will improve transportation with self-driving cars making travel safer and more efficient. In business, it will automate tasks, reduce human errors, and increase productivity. AI can also help solve global challenges such as climate change and energy efficiency. While AI is powerful, it must be used carefully and controlled by humans to ensure safety. With the right use, AI will make life smarter and more comfortable for everyone.

Unit 4

General Exercises on lessons 1 & 2

"How to use technology and screen time in a healthy and useful way"

Healthily using for technology and screen time means finding a balance between online and offline activities. Technology can be very useful for learning new skills, doing homework, and staying informed. However, spending too many hours on entertainment, such as games or videos, can cause tired eyes, headaches, and stress. Experts suggest limiting entertainment screen time to less than two hours a day. It's important to take regular breaks, especially during meals and before bedtime. You should also spend time on physical activities, face-to-face conversations, and hobbies away from screens. By managing screen time wisely, you can enjoy the benefits of technology without harming your health or daily life.

General Exercises on lesson 3

"Screen time and its impact on daily life"

Screen time is the amount of time we spend using devices like phones, tablets, or computers. Using the design thinking process, we can find ways to use screens wisely. First, we understand the problem by noticing how much screen time can cause stress, less sleep, and less time for exercise. Then, we brainstorm ideas such as setting time limits, turning off notifications, and planning screen-free activities. Next, we make a simple plan and test it for a week. We ask friends and family for feedback and improve the plan if needed. Finally, we keep the plan practical and useful so that screen time becomes healthy and balanced in our daily lives.

General Exercises on Unit 4

"How to spend time using the screen wisely"

Using screen time wisely means keeping a good balance between online activities and other parts of life. First, set specific times for studying, working, and breaks. Avoid using screens during meals or right before bedtime to get enough rest. Turn off notifications that might distract you while working or learning. Also, use screens for productive purposes, like learning new skills or reading useful information. Remember to balance your time with outdoor activities, sports, and face-to-face conversations. By following these tips, you will feel less stressed, get more done, and enjoy your entertainment time without feeling tired or distracted.

Unit 5

General Exercises on lessons 1 & 2

"The steps of the design thinking process for solving a problem"

The design thinking process is a creative way to solve problems step by step. First, you empathize with users to understand their needs and feelings. Second, you define the problem clearly so you know what to solve. Third, you ideate by brainstorming many ideas, even crazy ones, to find possible solutions. Fourth, you create prototypes, which are simple models to test your ideas. Finally, you test these prototypes with real users to see what works best. This process helps designers focus on people, improve their ideas, and find practical solutions. By following these steps, you can solve problems in new and effective ways that truly meet people's needs.

General Exercises on 3

"How we can make life easier for new students at school"

Making life easier for new students at school starts with understanding how they feel. First, we can spend time with them to see the challenges they face, like not knowing where to sit or what to do during breaks. Then, we can brainstorm ideas to help them feel welcome. For example, we can create a "Welcome Buddy" plan, so each new student has a friendly guide. We can also prepare a school map to help them find classes and important places easily. Another idea is to have a break-time corner where they can relax and meet friends. These steps will make new students feel comfortable, confident, and happy at school.

General Exercises on lessons 5 & 6

"Your group's design project"

Our group's design project focused on making life easier for new students at our school. First, we talked to some new students to understand their needs and feelings. We noticed that they often felt lost and shy, especially during break time. Then, we brainstormed many creative ideas to solve the problem. We decided to design a "Welcome Buddy" program, a simple school map, and a mobile app with useful school information. Next, we created a prototype of the app and the map. We tested them with new students and asked for their feedback. After that, we improved the design to make it more practical and easier to use. This project taught us that good design comes from understanding people and solving real problems.

General Exercises on Unit 5

"Using the design thinking process to solve a problem"

Our group decided to use the design thinking process to solve the problem of helping new students feel comfortable at school. First, we tried to understand their feelings by talking to them and asking about their needs. Then, we brainstormed many creative ideas, such as making a school map, creating a "Welcome Buddy" program, and designing a rest corner. After that, we built a simple prototype of the map and tested it with a few new students. They gave us feedback, so we improved the design and made it clearer. Finally, we tested it again, and it worked very well. This process helped us create a practical and useful solution.

Unit 6

General Exercises on lessons 1 & 2

"The importance of reading stories"

Reading stories is an important way to learn and grow. Stories help us understand different people, places, and cultures. They allow us to see the world through someone else's eyes and feel their emotions. When we read, we improve our vocabulary, grammar, and imagination. Stories can also teach moral lessons and show how to solve problems in life. They help us relax and reduce stress after a busy day. Reading regularly makes our minds sharper and improves our memory. It also inspires creativity and new ideas. Whether the story is short or long, it can leave a strong impact and stay in our minds for a long time.

General Exercises on lesson 3

"A short story you like most"

One of my favorite short stories is The Clever Fox. It is a fable with talking animals and an important lesson. The story is about a clever fox who wanted to get a piece of cheese from a crow. The fox greeted the crow politely and praised her beauty. Then he said her voice must be as sweet as her looks and asked her to sing. Feeling happy, the crow opened her beak to sing, and the cheese fell. The fox quickly caught it and ran away. This story teaches us to be careful when others try to trick us.

General Exercises on lessons 5 & 6

"The benefits of reading stories"

Reading stories is very important because it helps us learn and enjoy at the same time. Stories can teach us new words and improve our language skills. They also help us understand different cultures, ideas, and values. Some stories have morals that guide us to make good choices in life. Reading can also improve our imagination, making us more creative. When we read about characters in different situations, we learn how to solve problems and understand other people's feelings. In addition, reading stories is a relaxing way to spend time and reduce stress. Whether fiction or non-fiction, stories always give us knowledge and entertainment.

General Exercises on Unit 6

"A short story that has a clear moral"

One interesting short story is The Clever Fox. It tells about a fox who lived in the forest. One day, he saw a crow with a piece of cheese in her beak. The fox wanted the cheese very much, so he greeted the crow politely and praised her beauty. Then, he told her that her voice must be as sweet as her looks and asked her to sing. The crow was happy and began to sing. As soon as she opened her beak, the cheese fell, and the fox caught it quickly. The story teaches us a clear moral: we should always be careful before trusting others.

Story Translation ترجمة القصة

الفصل الأول

تحدٍ جديد

كانت زينة طالبة جديدة في مدرسة إعدادية. كانت دائما فضولية وتحب أن تلاحظ كل شيء من حولها. في يومها الأول، نظرت حول فناء المدرسة، فوجدته كبيرًا لكنه فارغ ورمادي اللون كانت الأرض مصنوعة بالكامل من الخرسانة، ولم يكن هناك سوى عدد قليل من المقاعد القديمة. كان الطلاب يلقون قمامتهم على الأرض، ولم يبدو أن أحدًا يهتم.

فكرت زينة قائلة: «يمكن لهذا المكان أن يكون أفضل بكثير. خطرت لها فكرة، لكنها لم تكن تعرف ما إذا كان أي شخص سيستمع إلى طالبة جديدة.

في وقت الغداء، جلست مع صديقتها الجديدة نانسي، التي كانت لطيفة وصادقة دائمًا فيما يتعلق بمشاعرها. قالت نانسي: «أنا لا أحب هذه المنطقة»، وأضافت: «إنها محبطة بعض الشيء». سألتها زينة: «ماذا لو غيرناها ؟ ماذا لو زرعنا حديقة؟ بدت الدهشة على وجه نانسي وقالت: «حديقة ؟ هل تعرفين كيف تزرعين النباتات ؟ » أجابت زينة بكل صدق : «في الحقيقة لا، لكني أريد أن أتعلم. يمكننا أن نتعلم معًا».

بقيت الفكرة في ذهن زينة طوال اليوم. تخيلت الطلاب وهم يتناولون الغداء بين الزهور والنباتات، وربما حتى الخضروات. وتخيلت الطلاب وهم يشعرون بالفخر بهذا المكان. كانت تدرك أن الفكرة ليست سهلة، وأنها ستحتاج إلى الوقت والعمل الجاد والمساعدة، وربما بعض المال أيضا. لكن شيئًا بداخلها كان يخبرها بأن الأمر يستحق العناء. ربما، يمكن لهذه الحديقة أن تكون أكثر من مجرد مكان ؛ قد تكون وسيلة لتوحيد طلاب المدرسة وتقريبهم من بعضهم البعض.

الفصل الثاني

أخذ المبادرة وبناء فريق

قررت زينة أن تتحمل المسؤولية عن فكرتها. بحثت عبر الإنترنت عن الحدائق المدرسية وكتبت اقتراحًا بسيطا، شرحت فيه الجوانب الجيدة والصعبة للفكرة.

في الأسبوع التالي، أظهرت شجاعة عندما تحدثت في اجتماع مجلس الطلاب. كانت يداها ترتجفان، لكنها كانت مؤمنة بخطتها. قالت : «أريد أن ننشئ حديقة خلف مدرستنا. ستكون مكانًا جميلاً لتناول الغداء، ويمكننا زراعة خضروات للكافتيريا. لكني بحاجة للمساعدة».

ضحك بعض الطلاب. قال أحدهم: «أنتِ مجرد طالبة جديدة، لماذا يجب أن نستمع إليك؟» شعرت زينة بالأذى، لكنها تجاهلت التعليق وقالت : «هذه مدرستي أنا أيضا. والجميع يستحق مكانا لطيفا للتعلم وتناول الطعام».

أعجبت الآنسة هدى مدرسة الأحياء، بعزيمة زينة وإصرارها، فساعدتها على التحدث مع طلاب مختلفين. سرعان ما اكتشفت زينة أن العديد من الطلاب لديهم مواهب خاصة : كانت نانسي ماهرة في استخدام الأدوات، ونهى تحب الرسم، وأمل قوية، وسارة منظمة جدًا. ساعدت زينة الجميع على الشعور بالثقة لاستخدام مواهبهم. لم تعد الحديقة مجرد فكرتها، بل أصبحت مشروعهم المشترك.

الفصل الثالث

مواجهة المشكلات بعزيمة

بدأ المشروع، لكنه لم يكن سهلا. أولاً، كانوا بحاجة للمال لشراء البذور والأدوات والتربة. أخذت زينة زمام المبادرة وطلبت تبرعات من المجتمع المحلي، وكانت دائما صادقة حول كيفية استخدام الأموال.

بعد ذلك، هطل المطر لمدة أسبوعين، وماتت بعض نباتاتهم الأولى. شعرت أمل بالانزعاج وقالت: «هذا صعب جدًا. ربما يجب أن نتوقف الآن». شعرت زينة بخيبة الأمل أيضًا، ولكن بدلا من الاستسلام، أظهرت عزيمة وإصرارًا. قالت لأمل بلطف: «أتفهم أنك محبطة، لكننا نفعل شيئًا جيدًا للمدرسة. لا يمكننا التوقف الآن».

عمل الفريق معا لحل المشكلات، وقرروا تغيير خطتهم. بحثوا عن النباتات التي تنمو بشكل أفضل في مناخهم وكيفية حمايتها من المطر الزائد. كما قاموا ببناء نظام ري أفضل وتعلموا كيفية العناية بأنواع مختلفة من النباتات.

ببطء، بدأت الحديقة تبدو أفضل مرة أخرى. وشعر الفريق بالفخر لأنهم حلوا المشكلات معا.

الفصل الرابع

نجاح متزايد

بعد ثلاثة أشهر من العمل الشاق، بدت الحديقة أخيرًا رائعة. بدأ الطلاب يتناولون الغداء في الخارج، محاطين بالطماطم الطازجة والخس والزهور الملونة. وبدأت الكافتيريا في استخدام بعض خضروات الحديقة، مما جعل الجميع يشعرون بالفخر.

تعلمت زينة شيئًا جديدًا عن القيادة: فالقائد لا يملك دائمًا كل الإجابات.

الآن، أصبح طموحها أكبر من مجرد حديقة أرادت أن تساعد الطلاب على الإيمان بأنهم يستطيعون تغيير مدرستهم، وربما العالم. قالت للطلاب الجدد كل شخص لديه شيء مميز ليقدمه. وعندما نعمل معًا باحترام وعزيمة، يمكننا حل أي مشكلة».

استمرت الحديقة في النمو؛ أضاف الطلاب المزيد من النباتات، وطلوا المقاعد، وأنشأوا مساحات هادئة للقراءة. أصبحت الحديقة رمزًا لما يمكن للطلاب تحقيقه معًا. لقد تعلمت زينة أن النمو لا يحدث فقط في النباتات، بل يحدث أيضا في الناس، خاصة عندما يظهرون الشجاعة لتجربة شيء جديد، والمرونة والمثابرة عندما تسوء الأمور.

كانت تعلم أنه لا يزال لديها الكثير لتتعلمه، لكنها أدركت أيضا شيئًا في غاية الأهمية : الأفكار الصغيرة يمكن أن تؤدي إلى تغييرات كبيرة، عندما يؤمن بها الناس.

بل هو من يكون مسؤولاً عن النجاحات والأخطاء على حد سواء. وعندما لم تنم بعض النباتات جيدا ، لم تلم زينة أحدًا، بل عملت مع الفريق لإيجاد الحلول.

تعلم الطلاب أيضا عن المسؤولية العالمية، فاستخدموا أساليب صديقة للبيئة: لا مواد كيميائية ضارة، فقط أسمدة طبيعية. وقد ساعد ذلك التربة وقلل من النفايات. بدأ طلاب من فصول أخرى يزورون الحديقة؛ بعضهم سأل كيف يمكنهم المساعدة، والبعض الآخر أراد فقط الاستمتاع بجمالها.

غيرت الحديقة المدرسة، وغيرت الطلاب أيضًا. لم يعودوا مجرد زملاء دراسة، بل أصبحوا فريقًا يجمعه هدف مشترك.

الفصل الخامس

أثر النمو

في نهاية العام الدراسي، نظرت زينة حول الحديقة وابتسمت. لقد بدأ الأمر بمجرد فكرة، والآن أصبحت الحديقة مساحة حقيقية مليئة بالنباتات الخضراء والألوان والحياة. لكن التغيير الأكبر لم يكن في الحديقة، بل في الطلاب أنفسهم.

أصبح الطلاب الآن أكثر حرصًا على المدرسة؛ يلقون قمامة أقل على الأرض ويظهرون احترامًا أكبر للبيئة. اكتشفت نانسي حبها لزراعة الطعام وأرادت دراسة الزراعة. أما لافتات نهى ورسوماتها فقد جعلت الحديقة جميلة.

وألهمت الآخرين لإضافة لمسات فنية حولها. وأصبحت أمل، التي كادت أن تستسلم، واحدة من أكثر العاملين تفانيا في الحديقة، حتى أنها كانت تأتي مبكرًا لري النباتات.

أدركت زينة شيئًا مهما: أن الصدق مع الآخرين ومع النفس يساعد الناس على الثقة بك. كانت دائما تتحدث عن حدود قدراتها ولم تتظاهر بالكمال، وهذا ما جعلها قائدة أفضل. لقد غير مشروع الحديقة الطريقة التي يعامل بها الناس مدرستهم ويعاملون بها بعضهم البعض. لقد ساعد الطلاب على النمو، ليس فقط كمتعلمين، بل كأشخاص أيضا.

الفصل السادس

التطلع إلى الأمام

في العام التالي، تم اختيار زينة رئيسة لمجلس الطلاب. لقد تعلمت الكثير من مشروع الحديقة، خاصة حول معنى أن تكون قائدًا حقيقيًا؛ فالأمر لا يعني القيام بكل شيء بمفردك، بل مساعدة الآخرين والتحلي بالصدق عندما تكون الأمور صعبة.

Notes

Notes

Notes

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IN THIS BOOK ...

- A detailed explanation for each two lessons.
- Various exercises on each part of the two lessons.
- General exercises on each two lessons.
- A brief summary of each unit.
- General Exercises after each unit.
- **The Story:**
  - The School Garden Project

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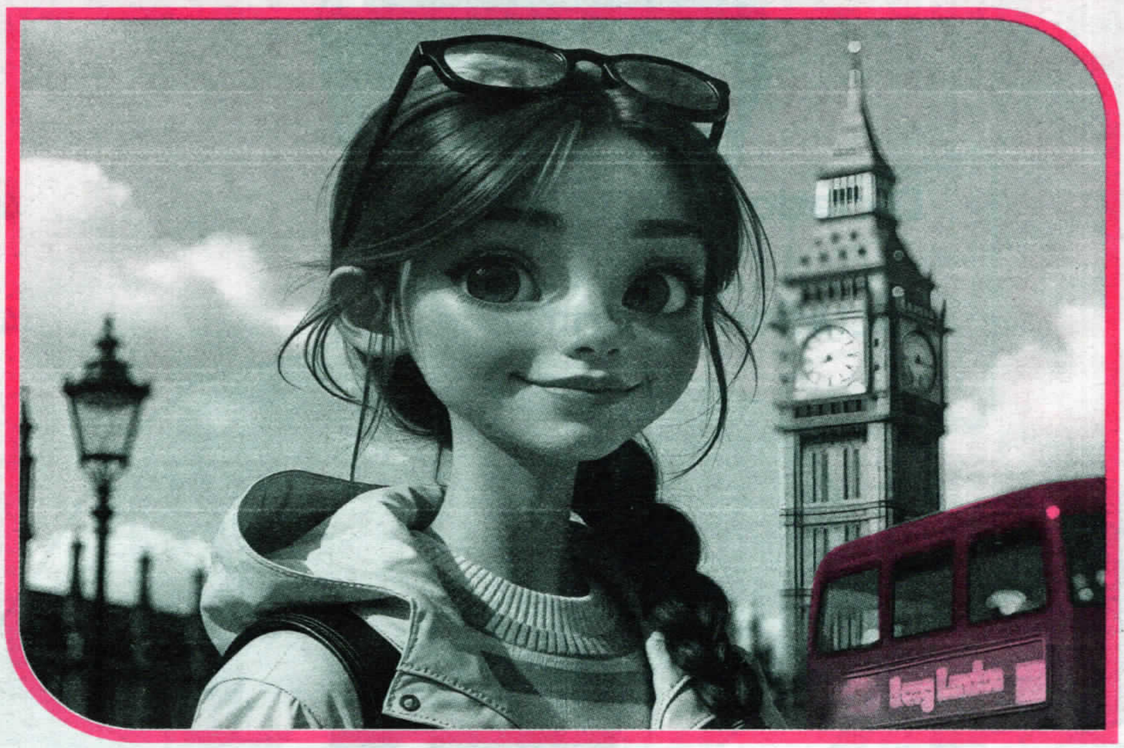
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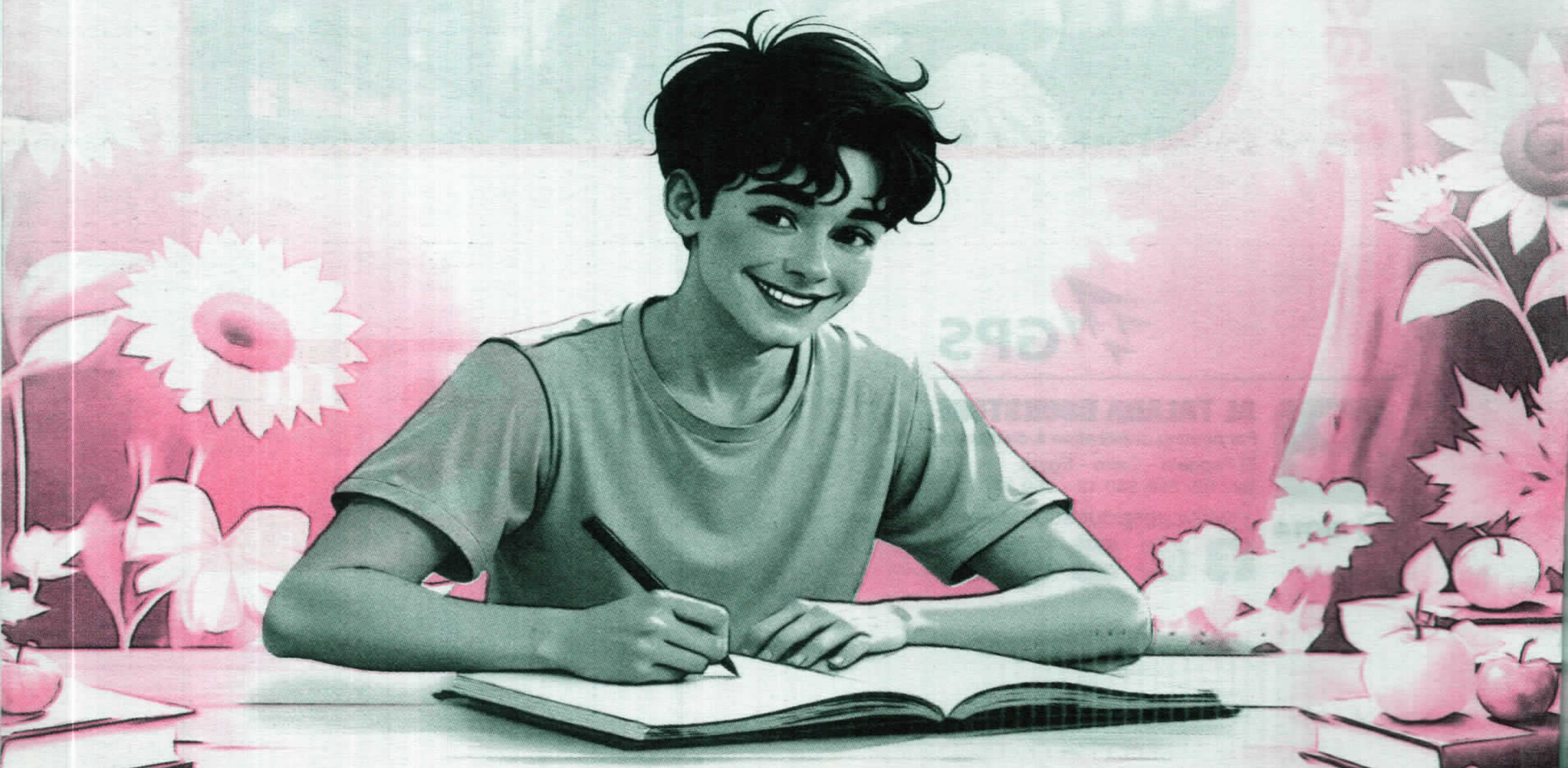
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CONTENTS

Part One : Skills

Part Two : Dictation



PART

ONE

Skills



- Speaking Skill
- Reading Skill
- Writing Skill



1 Speaking Skill
مهارة التحدث

How to deal with dialog : **كيفية التعامل مع سؤال المحادثة :**

يُعتبر سؤال المحادثة من الأسئلة التى تحتاج الكثير من المهارات اللغوية لدى الطالب، فلابد أن يجيد القراءة والفهم والتعبير الكتابى، كما أن إجابة المحادثة تتطلب قدرة الطالب على تخيل الموقف والتفاعل معه.

ولكى تجيد هذا السؤال عليك بما يلى :

١. اقرأ المحادثة كلها جيدًا قبل البدء فى الإجابة فالقراءة الكاملة تساعدك على تخيل الموقف الذى تدور حوله المحادثة.

٢. ركز على الشخصين الذين تدور المحادثة بينهما من حيث : النوع - المهنة - الجنسية ... إلخ.

٣. التعرف على كيفية تكوين الجمل والأسئلة.

1 How to make a question طريقة تكوين السؤال

1 [Yes / No] Questions الأسئلة التى يجاب عليها بـ Yes أو No

"V. to be" (Am - Is - Are - Was - Were) + subject الفاعل .... ?

"V. to have" (Have - Has - Had)
"V. to do" (Do - Does - Did)
Will
Can
.... etc. إلخ
+ subject الفاعل + verb الفعل + ... ?

ويمكن أن يجاب عن هذا النوع من الأسئلة باستخدام الصيغة المختصرة وهى الضمير والفعل المساعد فقط.

Examples :

- Do you like apples ?
  Yes, I do. No, I don't.
- Have you ever visited the Pyramids ?
  Yes, I have. No, I haven't.
- Can you speak English ?
  Yes, I can. No, I can't.

◄ ملحوظة: يمكن استخدام "V. to be" كفعل رئيسى فى السؤال دون أن يتبعه فعل آخر.

ex.: - Are you happy about the result نتيجة of the match ?
Yes, I am. No, I'm not.

2 Wh- Questions الأسئلة التى تبدأ بكلمة استفهام

Question word كلمة الاستفهام	+	"v. to be" "v. to have" "v. to do" will can ..... etc. إلخ	+	subject الفاعل	+	verb الفعل	+	..... ?

Question words كلمات الاستفهام

Whose ...?	ملك من...؟	How many ...?	كم عدد...؟
When ...?	متى...؟	How high ...?	كم الارتفاع ...؟
What ...?	ما - ماذا ...؟	How deep ...?	كم عمق ...؟
Who ...?	مَن [للفاعل أو المفعول العاقل] ...؟	How wide ...?	كم عرض...؟
Whom ...?	مَن [للمفعول العاقل] ...؟	How far ...?	كم بعد....؟
Why ...?	لماذا ...؟	How tall ...?	كم طول...؟
Where ...?	أين ...؟	How heavy ...?	كم وزن...؟
Which ...?	أيهما ...؟ [للتخيير]	How long ...?	كم المدة/الطول...؟
How ...?	كيف ...؟	How old ...?	كم عمر...؟
How much ...?	كم ثمن / كمية ...؟	How fast ...?	كم سرعة...؟
How often ...?	كم مرة ...؟	With whom ...?	مع مَن ...؟

لاحظ الآتى :

- استخدام **[did / does / do]** فى السؤال :

do ⟵ إذا كانت الإجابة فى المضارع البسيط بدون **(s)** .

does ⟵ إذا كانت الإجابة فى المضارع البسيط وينتهى بـ **(s)** أو **(es)** أو **(ies)** .

did ⟵ إذا كانت الإجابة فى الماضى البسيط مع كل الضمائر.

I , we ⟶ (تحول) you

my, our ⟶ (تحول) your

me, us ⟶ (تحول) you

◉ بعض نماذج للأسئلة :

Stimulus الموقف / السؤال	Response الرد
1. Do you like music ?	– Yes, I do. – No, I don't.
2. What is your friend's name ?	– His / Her name is ....
3. How old is he/she ?	– He / She is .... years old.
4. Where does he/she live ?	– He / She lives in ....
5. What is his/her favorite food ?	– His / Her favorite food is ....
6. What are his/her favorite hobbies ?	– His / Her favorite hobbies are ....
7. What is your favorite subject ?	– My favorite subject is .... – I like ....
8. What subjects have we got today ?	– We have got .... and ....
9. Are you good at languages ?	– Yes, I am. / No, I am not.
10. Who is our English teacher this year ?	– It's Mr Sameh.
11. When have we got English ? = When do we have English ?	– It is after the break.
12. What time is the break ?	– It is at half past ten.

2 How to make a simple sentence : كيفية تكوين جملة بسيطة

Subject فاعل + verb فعل + object مفعول.

1 Subject الفاعل

◀ الفاعل هو الذى يقوم بالفعل، يمكن أن يكون فاعل الجملة (اسم / ضمير فاعل).

- Ali is a scientist. (اسم)
- He is a scientist. (ضمير)

Subject pronouns ضمائر الفاعل ▶ I – He – She – It – We – You – They

2 Verb الفعل

◀ يأتى الفعل غالبًا بعد الفاعل ويحدد زمن الجملة.

- He plays football. [فعل فى زمن المضارع البسيط]
- He played football yesterday. [فعل فى زمن الماضى البسيط]

◀ لاحظ أن ظروف التكرار تأتى قبل كل الأفعال ما عدا مع فعل يكون [verb to be] تأتى بعده.

- He usually ate chocolate. [ظروف التكرار قبل الفعل]
- He is always busy. [ظروف التكرار بعد الفعل "be"]

3 Object المفعول

◀ هو الذى وقع عليه الفعل، قد يكون اسم [شخص / شىء / مكان] أو ضمير مفعول.

- I helped Adam. [المفعول اسم شخص]
- I helped him. [المفعول ضمير مفعول]

Object pronouns ضمائر المفعول ▶ me – him – her – it – you – us – them

بعد تعلم كيفية تكوين [الأسئلة - الجمل] اتبع الخطوات التالية للتدرب على كيفية التعامل مع سؤال المحادثة.

1 الخطوة الأولى يقوم الطالب باختيار الإجابة الصحيحة مما بين الأقواس فى المحادثات التالية.

1. Choose the correct options in the following mini-dialogs :

1. **A :** What qualities **(makes / make)** you a good person ?
   B : I should **(be / am)** kind and supportive to other people.
2. **A :** **(Who / Which)** challenges have you faced in your childhood ?
   B : The **(more / most)** important challenge was to learn how to ride a bike.
3. **A :** Do you think AI **(learns / will learn)** to understand feelings like people ?
   B : I don't know, AI still (**has** / **have**) some limits.
4. **A :** What **(are / is)** the most serious problem that Egypt faces ?
   B : I think **(happiness / overpopulation)** is the most serious problem.
5. **A :** What does **(screens / screen)** time mean ?
   B : It means the **(totally / total)** time a person spends on screens.

6. A : What is your **(dream / dreaming)** job ?
B : I want **(be / to be)** a design thinker.
7. A : What do you **(think / thinking)** of short stories ?
B : In my point of **(view / opinion)**, they are great fun.

٢ الخطوة الثانية يقوم الطالب بتكملة الفراغ بالكلمة المناسبة فى المحادثات القصيرة التالية

2. Complete the following dialogs :

8. A : How long .... you lived in Benha ?
B : I have lived there .... 2005.
9. A : What .... have happened if you hadn't had enough money ?
B : I wouldn't .... the car I liked.
10. A : .... technology control our life in the future ?
B : I think all our life will be .... by digital tools.
11. A : What .... you do when the traffic light is red ?
B : You .... go. You .... stop. It is the law.
12. A : What were you doing .... the light went off ?
B : I .... having dinner.
13. A : What should I do if someone .... me at school ?
B : .... your teacher and .... fight them.
14. A : I didn't hear what Bassem .... a moment ago.
B : Bassem said he .... buy a newspaper for his grandpa.

٣ الخطوة الثالثة يقوم الطالب بالتدرب على حل محادثة كاملة

1 Dialogs related to setbook topics محادثات مرتبطة بموضوعات كتاب الطالب

Unit 1

Finish the following dialog :

Youssef and Sami are talking about self-discovery.

Youssef : I think everyone should know who they really are.
Sami : (1) .... ?
Youssef : I mean we should know and value ourselves.
Sami : (2) .... This is a good way to improve ourselves.

Youssef : (3) .... ?

Sami : I see myself as a brave and confident person. What about you ?

Youssef : I'm proud to be kind and helpful. (4) ....

Sami : Yes, the old need help. I like your idea and (5) ....

Unit 2

⊙ Finish the following dialog :

Omar is talking to his cousin Youssef about staying connected with his cousins .

Youssef : Hi Omar! Do you talk to your cousins often ?

Omar : Hi Youssef! (1) ....

Youssef : That's nice of you. How do you stay in touch ?

Omar : (2) ....

Youssef : (3) .... ?

Omar : Yes, they're always happy to hear from me.

Youssef : (4) .... ?

Omar : They live in Paris, but (5) ....

Youssef : Every summer! It is good to stay connected.

Unit 3

⊙ Finish the following dialog :

Laila and Karim are talking about AI technology.

Karim: We are learning about AI Technology this week.

Laila : Do you think AI technology is important nowadays ?

Karim: (1) ....

Laila : (2) .... ?

Karim: We can use it in robots.

Laila : (3) .... ?

Karim: Robots are used in hospitals, factories and homes.

Laila : Can a robot teach students at school ?

Karim: (4) .... But they can't replace real teachers.

Laila : (5) .... Real teachers can understand us and smile at us.

Unit 4

⊙ Finish the following dialog :

Nader and Salma are talking about screen time after school .

Salma : You seem tired, Nader. What's wrong?

Nader : I spend too much time on screens. (1) .... ?

Salma : Yes, I can help. How long do you spend on screen ?

Nader : (2) ....

Salma : Six hours ! (3) .... ?

Nader : I chat with my friends, watch videos and listen to music.

Salma : Do you sleep well ?

Nader : (4) ....

Salma : That's harmful! (5) ....

Unit 5

⊙ Finish the following dialog :

Basem wants to be a design thinker.

Teacher : What is your ambition, Basem ?

Basem : (1) ....

Teacher : That's great! (2) .... ?

Basem : Because I like solving problems according to a practical thinking plan.

Teacher : (3) .... ?

Basem : My math teacher taught me how to think to solve problems.

Teacher : Have you Designed something for your school ?

Basem : Not yet. But (4) ....

Teacher : Wow! Designing waste bins! What will you use ?

Basem : (5) .... Recycled paper is cheap.

Unit 6

⊙ Complete the following dialog :

Rana and Dalia are talking about the power of stories.

Rana : I love reading short stories.

Dalia : (1) .... ?

Rana : Because they are fun and help me imagine.

Dalia : That's right. When do you usually read ?

Rana : (2) ....

Dalia : Do you borrow stories from your school library ?

Rana : Yes, I do. I usually go and borrow stories.

Dalia : (3) .... ?

Rana : We should be quiet and never make noise. What about you ?

Dalia : (4) ....

Rana : Really! We have the same hobby. Reading stories gives us a lot of experience.

Dalia : (5) ....

2 Dialogs related to different topics محادثات مرتبطة بموضوعات مختلفة

1. Finish the following dialog:

Islam interviews a teacher for the school magazine.

Islam : Hello sir. Can I ask you some questions ?

Mr. Tarek : (1) ....

Islam : (2) .... ?

Mr. Tarek : I like teaching because I want to help students to improve their skills.

Islam : Do you think teaching is difficult ?

Mr. Tarek : (3) ....

Islam : (4) .... ?

Mr. Tarek : I've been teaching for ten years.

Islam : What should students do to be successful ?

Mr. Tarek : (5) ....

2. Finish the following dialog:

Shady is talking with his friend Amir about a prize medal.

Shady : What's in your hand, Amir ?

Amir : It's a medal. I got it as a prize.

Shady : (1) .... ?

Amir : I got it for writing the best story this year.

Shady : (2) .... ?

Amir : The story is about successful people, how they think and work.

Shady : How much time did you need to write this story ?

Amir : (3) .... Would you like to read it ?

Shady : (4) .... How do you get the ideas for your stories ?

Amir : (5) .... There, you can find a lot of useful websites.

3. Finish the following dialog :

Soha and Sama are chatting about a program on TV.

Soha : Did you watch last Friday program about space travel ?

Sama: (1) ....

Soha : (2) .... ?

Sama: Because I have no interest in space travel.

Soha : (3) .... ?

Sama: I am interested in sports.

Soha : Which sport do you like best ?

Sama: (4) ....

Soha : Where do you practise it ?

Sama: (5) ....

4. Finish the following dialog :

Eman is back from school and her mother is opening the door.

Mother: Hi, Eman. How was your day at school ?

Eman : (1) ....

Mother: (2) .... ?

Eman : Because my best friend, Fayrouz felt ill suddenly.

Mother: (3) .... ?

Eman : During the science lesson.

Mother: What made her feel ill ?

Eman : (4) ....

Mother: Bad food ! You should visit her and you can buy her some flowers.

Eman : (5) ....

5. Finish the following dialog:

Omar and Karim are talking about working for charities.

Omar : Hello Karim! Pleased to meet you.

Karim : (1) ....

Omar : What do you think of working for charities ?

Karim : (2) ....

Omar : Do you work for a charity ?

Karim : (3) ....

Omar : (4) .... ?

Karim : I help elderly people there.

Omar : (5) .... ?

Karim : I usually work there at the weekends.



2 Reading Skill
مهارة القراءة

How to deal with Reading Comprehension Passages :
إرشادات عامة للتعامل مع قِطَع الفهم :

١. من المفيد أن تبدأ بقراءة الأسئلة الواردة على قطعة الفهم أولًا لتتكون بداخلك استفسارات تعطيك دافع لقراءة القطعة بتركيز.
٢. قم بقراءة قطعة الفهم بتأنٍّ لتفهم المعنى العام لكن لا تتسرع فى تحديد إجابات.
٣. لابد من التوقف عند نهاية كل جملة (.) أو سؤال (?) أو تعجب (!) وذلك لتنظيم وربط ما قراته من أفكار وليتكون لديك تصور صحيح للمعنى العام يساعدك فى تحديد الإجابة الصحيحة.
٤. لا تتوقف عند كل كلمة صعبة وحاول تخمين معناها من السياق العام.
٥. قد تحتاج لقراءة قطعة الفهم مرة أخرى لتحسين فهمك لمحتواها والإلمام بكل التفاصيل.
٦. لابد من قراءة السؤال وفهمه جيدا قبل الإجابة.
٧. راجع إجابات جميع أسئلة القطعة مرة أخرى.

How to answer questions in a comprehension : كيفية الإجابة على قطعة الفهم :

◀ قطعة الفهم عبارة عن نص، يجيب الطالب على أسئلة تقيس المهارات التالية :

1 Giving the main idea or understanding reference :
إعطاء الفكرة الرئيسية أو فهم ما يشير إليه الضمير

وهناك نماذج كثيرة لأسئلة مرتبطة بذلك :

Topic **الموضوع**

- The main idea of the passage is ....

= The text is mainly about ....

- الفكرة الرئيسية لقطعة الفهم / للنص هى ....

= What is the main idea of the passage? = ما هى الفكرة الرئيسية لقطعة الفهم؟

= What is the best title for the passage ? = ما هو أفضل عنوان لقطعة الفهم ؟

= What does the passage talk about ? = عن ماذا تتحدث قطعة الفهم ؟

= Give a suitable title for the passage . = أعط عنوان مناسب لقطعة الفهم.

Reference

- The underlined word / pronoun refers to ....

- الكلمة / الضمير الذى تحته خط يشير إلى ....

2 Guessing the meaning of vocabulary in context

تخمين معنى مفردة لغوية فى النص

◀ عند قراءة الفقرة يتم التركيز على الجملة التى بها الكلمة والجملة التى قبلها لكى تحدد المعنى المطلوب بدقة.

وهناك نماذج كثيرة لأسئلة مرتبطة بذلك :

Synonym المعنى / المرادف

- The synonym of the underlined word "..........." is "...........".
  - مرادف الكلمة التى تحتها خط "..........." تعنى "...........".
- The underlined word "..........." has the same meaning as ....
  - الكلمة التى تحتها خط "..........." لها نفس معنى مثل "...........".
- Find a word in the passage which means "...........".
  - أوجد فى النص كلمة تعنى "...........".
- What does the underlined word "..........." mean ?
  - ماذا تعنى كلمة "..........." التى تحتها خط ؟

Antonym التضاد / العكس

- The antonym / opposite of the underlined word "..........." is "...........".
  - المضاد للكلمة التى تحتها خط "..........." هو "...........".

3 Understanding details and extracting information

فهم التفاصيل واستخراج المعلومات

◀ عند قراءة الفقرة ركز على التفاصيل الموجودة فى الفقرة.

وهناك نماذج كثيرة لأسئلة مرتبطة بذلك :

Yes / No questions — أسئلة تبدأ بفعل مساعد

Wh- questions — أسئلة تبدأ بكلمات استفهام

- أدوات وتعبيرات استفهامية هامة :

How	كيف	To what extent	إلى أى مدى
How far	كم بعد / لأى مدى	What	ما / ماذا
How high	كم ارتفاع	What size	ما حجم
How long	كم طول المدة / المسافة	What time	ما وقت
How many	كم عدد	When	متى

How many times	كم مرة	Where	أين
How much	كم كمية / كم ثمن	Which	أيّ
How often	كم مرة	Who	من (فاعل أو مفعول عاقل)
How old	كم عمر	Whom	مَن (مفعول عاقل)
How tall	كم طول	Whose	لمن / ملك من
On / In / At which	في أيّ	Why	لماذا
In what way	بأي طريقة	With whom	مع مَن

4 Critical Thinking Skill

مهارة التفكير النقدى

عند قراءة الفقرة تستطيع أن تبدى رأيك حسب الفكرة المذكورة.

عن أسئلة التفكير النقدى المرتبطة بقطع الفهم

- تعتمد أسئلة التفكير النقدى على الفكرة الرئيسية للنص أو رأى / وجهة نظر القارئ.
- لا تطلب هذه الأسئلة معلومات مباشرة موجودة في النص.
- لابد أن تكون إجابة سؤال التفكير النقدى كما يلى :

١. تدل على فهم الموضوع والسؤال.

٢. منطقية أو عقلانية.

٣. صحيحة من الناحية اللغوية.

- What do you think of / about .... ? — ماذا تعتقد فى .... ؟
- Why do you think .... ? Why / Why not .... ? — لماذا تعتقد .... ؟ لما / لما لا .... ؟
- What was the writer's opinion about .... ? — ما رأى الكاتب عن .... ؟
- What's your opinion about .... ? — ما رأيك فى .... ؟

بعد تعلم كيفية التعامل مع مهارة القراءة اتبع الخطوات الآتية :

1 الخطوة الأولى

1 Read and learn

⊙ **Read the following, then answer the questions :**

In a quiet forest, an old lion wanted to catch animals without chasing them. He came up with a clever trick. He pretended to be sick and lay in his dark cave, groaning loudly. Whenever an animal came to visit and show care, the lion quickly pulled it in and ate it. One by one, many animals disappeared.

One day, a clever fox came to visit. She stood outside the cave and called, "How are you feeling today, Lion?" The lion replied in a weak voice, "I'm too ill to come out. Come closer and see me."

But the fox noticed something strange. She saw many footprints going into the cave – but none coming out.

The fox smiled and said, "I'm not foolish!" I see what's happening. You're pretending to be sick to trick others." She turned and walked away safely, warning other animals of the lion's plan.

A. Choose the correct answer from a, b, c or d :

Determining the main idea تحديد الفكرة الرئيسة

1. What is the main idea of the passage ?

a. The lion loved to play tricks for fun

b. The fox saved the lion from being sick

c. **The lion tricked animals, but the smart fox escaped**

d. Forest animals live in caves

Skimming and scanning details التصفح والبحث السريع عن التفاصيل

2. How did the fox know the lion was lying ?

a. She smelled food

b. **She saw only footprints going inside**

c. She heard the lion laughing

d. She didn't see a doctor there

Determining a suitable title تحديد العنوان المناسب

3. What is the most suitable title for the passage ?

a. The lion's illness

b. How the fox got lost

c. A smart trick from the lion

d. **The clever fox and the fake sick lion**

B. Answer the following questions :

Making an Inference استنتاج غير مباشر من النص

4. Why do you think the lion pretended to be ill instead of hunting ?

- **Because the lion was old or weak and couldn't chase animals like before.**
- **Pretending to be sick made it easier for him to catch animals without using energy.**

Summarizing the passage تلخيص قطعة الفهم

5. Summarize the story in 2 – 3 sentences.

- **The lion pretended to be sick to get animals into his cave and eat them.**
- **The clever fox noticed the trick by looking at the footprints and refused to enter. She warned other animals and stayed safe.**

Making a prediction التنبؤ بما سيحدث لاحقًا

6. What do you think the fox will do after this ?

- **She might become a leader or be praised for her cleverness and for saving others.**

٢ الخطوة الثانية

2 Practise by yourself تدرب بنفسك

⊙ **Read the following text, then answer the questions :**

ا قطع الفهم من كتاب الطالب

1. Personal identity

People often judge others based on how they look, but I believe that true identity is much deeper. I am more than my hair, clothes, or the color of my skin. My identity comes from my background, my beliefs, and the values my family has taught me. I come from a small town where people care about each other. My parents always told me to be honest, kind, and strong. These beliefs shaped my character. Even when I feel unsure, I remind myself of my strengths: I'm a good listener, a loyal friend, and I try to help others.

Sometimes, people think I'm shy because I don't talk a lot. But inside, I'm thinking deeply, noticing things others miss. I've learned that being quiet doesn't mean being <u>weak</u>. It means I'm careful with my words. That's part of my self-discovery. Through time, I've realized that being different is a strength. I don't need to change myself to fit in. Everyone has a story, and mine is about learning to accept who I truly am. Yes, I may not be the loudest or the most popular, but I am proud of who I am. I am learning, growing, and becoming stronger every day – and that's what really matters.

A. Choose the correct answer from a, b, c or d:

1. The best title for the passage is "..........".
   a. The power of popularity
   b. Learning to fit in
   c. Who I am beyond my looks
   d. How to be quiet
2. The underlined word "<u>weak</u>" is the opposite of ".........." .
   a. strong b. silly c. funny d. tiny
3. Friends should be ....
   a. enemies b. fake c. untrue d. loyal

B. Answer the following questions:

4. Summarize the passage in one or two sentences.

....

5. What can you infer about the writer's personality ?

....

6. What do you think the writer might do in the future ?

....

2. Staying connected

It was a quiet evening at Omar's house. The whole family was sitting around the dinner table, but no one was talking. The only sounds were the clinking of spoons and forks. Omar looked at his parents and felt something was wrong. "Why don't we talk like we used to?" he finally asked.

His question broke the silence. His mother looked up, surprised. "I don't know," she said softly. "We're all just... tired, I guess," "It frustrates me," Omar said. "We live in the same house, but we feel like strangers." His father nodded. "Maybe we've all been too busy with screens, work, and stress. We've forgotten how to really be together. "There was a long pause. It felt awkward, but also important.

"I miss the old days," Omar said. "We used to tell jokes, laugh, and share stories at dinner. I want that back." His mother smiled. "So do I." "Let's try to reconnect," his father said. "No phones at dinner from now on. Just us–talking, sharing and laughing again."

That night, something changed. The family began to open up, slowly but surely. A small joke led to a smile, then to real laughter. For the first time in a long while, the dinner table felt warm again.

Omar knew it wouldn't be perfect every night. But this was a start. And it made all the difference.

A. Choose the correct answer from a, b, c or d:

1. The main idea of the passage is "..........".
   a. Omar's silent world
   b. Bringing back the laughter
   c. How to cook a family meal
   d. The dinner that changed nothing

2. The underlined pronoun "**His**" refers to ....

a. Omar b. father c. dad d. joke

3. Omar's family felt like strangers, so he was ....

a. happy b. delighted c. frustrated d. funny

B. Answer the following questions:

4. Summarize the passage in one or two sentences.

....

5. What can you infer about Omar's values and feelings ?

....

6. What do you think might happen in the family in the future ?

....

3. Artificial Intelligence

Robots are becoming a big part of our world. We see them in factories, helping to build cars, and in homes, cleaning floors or giving reminders. Many of these robots use artificial intelligence (AI) to learn and improve over time. AI makes robots smarter. Some robots can now answer questions, recognize faces, or even hold conversation. In the future, they might do more jobs that people do today – like driving buses or working in hospitals. Some people are excited about this change. Robots can work faster, don't get tired, and don't make as many mistakes. But others worry that robots might replace humans in many jobs, making it harder for people to find work. Still, robots can't feel emotions, think creatively, or care like humans can. So while **they** may help us in many ways, they may never fully take our place.

A. Choose the correct answer from a, b, c or d:

1. What is the best title for the passage ?

a. The dangers of driving buses b. How to build a robot
c. Robots, AI, and our future d. Why robots are funny

2. The underlined pronoun "**they**" refers to ....

a. robots b. people c. factories d. cars

3. Robots are useful because they don't make many ....

a. jobs b. tasks c. mistakes d. missions

B. Answer the following questions:

4. Summarize the passage in one or two sentences.

....

5. What is one benefit and one risk of using robots in the future ?

....

6. Do you think robots can replace teachers ? Why or why not ?

....

4. Egypt's smart future

Egypt is working hard to build a smart and better future. Many giant national projects are helping to solve problems like traffic, crowded cities, and lack of jobs. One of the biggest projects is the New Administrative Capital, which will have <u>**smart**</u> buildings, green spaces, and better services. The government is also building new roads to connect cities and make travel easier. These roads help people move faster and support trade and tourism. Technology is also being used in schools, hospitals, and transportation. These smart solutions are meant to save time, protect the environment, and improve lives. Egypt's goal is to become stronger, greener, and smarter – for all its people.

A. Choose the correct answer from a, b, c or d:

1. The main idea of the passage is " .... " .
   a. Life in ancient Egypt b. Egypt's smart future
   c. How to build a road d. Problems in small towns
2. New roads will support trade and ....
   a. tourism b. flying c. weather d. robots
3. The underlined word "**smart**" means " .... ".
   a. poor b. intelligent c. lazy d. hard

B. Answer the following questions:

4. Summarize the passage in one or two sentences.

....

5. What problems is Egypt trying to solve through its projects ?

....

6. What do you think Egypt will look like in 10 years if these projects succeed ?

....

5. How can we make life easier for new students at school

To : rahmasalem@email.com
From : lailawahdan@email.com
Subject : A special moment at school

Hi Rahma,

I want to tell you about something that happened today at school. A new student joined our class – his name is Youssef. He looked so nervous and didn't talk much. I could tell from his eyes that <u>he</u> felt lost and uncomfortable.

During the break, I sat next to him and said hello. He smiled a little, so I asked if he needed help with anything. We started talking, and I showed him around the school. He seemed so happy that someone noticed how he felt.

It reminded me how important it is to pay attention and be kind. Sometimes people don't say what they need – but their eyes do. I'm really glad I helped him feel like he belongs.

Talk soon,

Laila

A. Choose the correct answer from a, b, c or d :

1. The best title for the email is ....
   a. A day at the park b. Helping a new friend
   c. Laila's homework d. Rahma's first day
2. The underlined pronoun "<u>he</u>" refers to ....
   a. Youssef b. Rahma c. Laila d. Salem
3. Laila offered to .... Youssef.
   a. fight b. help c. bully d. leave

B. Answer the following questions :

4. Summarize the main idea of the email.

....

5. What does this email tell us about Laila's character ?

....

6. What advice might Laila give to someone who sees a lonely student at school ?

....

6. How stories shape our character

Stories are more than entertainment – they shape the way we think, feel, and act. When we read a good story, our imagination grows. We enter new worlds, meet different people, and explore situations we've never faced before. Stories often create an emotional spark, helping us feel joy, sadness, fear, or hope. These feelings help us connect with characters and understand their struggles.

Many stories also include conflicts, which teach us how to <u>**deal**</u> with problems in real life. They help us become more mentally aware of different points of view. By learning how characters feel, we build empathy for others. Even fictional tales are useful, as they teach us lessons in quiet, powerful ways. Stories stay in our heart and minds long after we finish them. They guide us, inspire us, and help shape the person we become.

A. Choose the correct answer from a , b , c or d :

1. What is the main idea of the passage ?
   - a. Stories are mostly used for fun and free time
   - b. Stories help us grow emotionally and mentally
   - c. Conflicts in stories are always scary
   - d. Reading stories makes us forget problems
2. The underlined word "<u>**deal**</u>" means ....
   - a. leave b. worry c. treat d. ignore
3. Fictional tales are useful because they ....
   - a. teach us lessons b. waste our time
   - c. fly easily d. sleep early

B. Answer the following questions :

4. Summarize the passage in your own words.

....

5. How can reading stories improve how we deal with real-life situations ?

....

6. What kind of story has changed the way you think or feel ? Explain how.

....



3 Writing Skill
مهارة الكتابة

1 Punctuation

١. علامات الترقيم مهمة فى مهارة الكتابة (كتابة الفقرات الإنشائية) لأنها تجعل قراءة النصوص أسهل وأوضح.

Capital Letters : الحروف الكبيرة تستخدم مع

1. بدايـــة الجملة...
   - الخبرية: He is tall.
   - الاستفهامية: What is your name?
   - الأمرية: Open your bag.
2. أسماء المدن والبلاد والأماكن المشهورة → Egypt, Cairo, the Egyptian Museum
3. أسمـاء البحار والانهار → the Red Sea, the River Nile
4. أيام الأسبوع وشهور السنة → Friday, May
5. أسمـاء الأشخاص → Ahmed, Mona
6. اللغـات والجنسيات → English, Arabic, Egyptian
7. الضمير "I" فى أى مكان فى الجملة → I can swim. Can I swim?

Full stop

توضع **النقطة** فى نهاية الجملة الخبرية والأمرية.

* I am Kareem.
* Open the door, please.

Question mark

توضع **علامة الاستفهام** فى نهاية السؤال.

How are you ?

Exclamation mark

تستخدم **علامة التعجب** فى حالة الترحيب أو التعجب.

Wow !

Hello !

How wonderful !

Help !

What a nice car !

Apostrophe

١. تستخدم **الفاصلة العليا** (') فى الاختصارات

مثل (is = 's / are = 're / have = 've)

It's a puppet.

٢. تستخدم مع ('s) الملكية.

That is Heba's car.

Comma

١. تستخدم **الفاصلة السفلية** [,] بعد Yes أو No.

٢. تستخدم للفصل بين مجموعة من الأشياء من نوع واحد.

٣. توضع **الفاصلة** [,] بعد المخاطب فى أول الجملة وقبل المخاطب فى آخر الجملة.

٤. توضع قبل كلمة (please) فى آخر الكلام وبعد (please) أول الكلام.

- Yes, I am.
- No, I am not.
- I met Samya, Heba and Nabila.
- Come here, Noha.
- Noha, come here.
- Please, keep quiet.
- Pass the cake, please.

2 Writing Topics
٢. كتابة فقرة إنشائية.

1. Paragraph Writing
١. كتابة الفقرة الإنشائية

• What is a paragraph? ما هى الفقرة الإنشائية؟

A paragraph is a series of sentences which is about a single topic.

الفقرة الإنشائية عبارة عن سلسلة من الجمل عن موضوع واحد.

Parts of a paragraph أجزاء الفقرة الإنشائية

1. Topic sentence الجُملة الرئيسية
2. Supporting sentences الجُمَل الداعمة
3. Concluding sentence الجُملة الختامية

1 Topic Sentence (=Introduction sentence): الجُملة الرئيسية (= جُملة المقدمة)

• What is a topic sentence ? • ما هى الجملة الرئيسية (جملة الموضوع)؟

A topic sentence is a sentence at the beginning of a paragraph. It states or suggests the main idea (or topic) of a paragraph.

الجملة الافتتاحية هى جملة في بداية الفقرة الإنشائية. وهى تَذكُر أو تقترح الفكرة الرئيسية (أو الموضوع) للفقرة الإنشائية.

2 Supporting Sentences: الجُمَل الداعمة

• What are the supporting sentences ? • ما هى الجُمل الداعمة؟

Supporting sentences are sentences with information that supports the main idea of the paragraph.

الجمل الداعمة هى جمل تحتوي على معلومات تدعم الفكرة الرئيسية للفقرة الإنشائية.

3 Concluding Sentence (= Closing Sentence): الجُملة الختامية (= جُملة الخلاصة)

• What is a concluding sentence ? • ما هى الجملة الختامية؟

A concluding sentence is the end of the paragraph. In the concluding sentence, the writer usually restates the topic sentence or summarizes the main points of the paragraph.

الجُملة الختامية هى نهاية الفقرة الإنشائية، وفي الجُملة الختامية يعيد الكاتب صياغة جُملة الموضوع أو يلخص النقاط الرئيسية في الفقرة، ويمكن أن تبدأ الجملة الختامية بما يلي :

- For this reason, لهذا السبب
- To sum up, باختصار
- Lastly, في النهاية
- In general, وبصفة عامة

• Tips on Paragraph Writing • إرشادات خاصة بكتابة الفقرة الإنشائية

1. Indent the first line of the paragraph.

١. اترك مسافة فارغة في بداية السطر الأول من الفقرة الإنشائية.

2. Use correct punctuation. ٢. استخدم علامات الترقيم بشكل صحيح.

3. Try to make the topic sentence the first sentence or the second at most.

٣. حاول أن تكون الجملة الرئيسية هى الجملة الأولي - أو الثانية علي أقصي تقدير.

4. Make the topic sentence clear and to the point.

٤. اجعل الجملة الرئيسية واضحة ومباشرة.

5. Make sure the main idea of your paragraph is clear before you write the concluding sentence.

٥. تأكد من أن الفكرة الرئيسية من فقرتك الإنشائية واضحة قبل أن تكتب الجملة الختامية.

6. The concluding sentence has to reinforce the topic sentence.

٦. يجب أن تعزز الجملة الختامية الجملة الافتتاحية.

رسم توضيحى لأجزاء الفقرة الإنشائية.

Topic Sentence

Supporting Sentences

Football is the most popular sport all over the world. Most people either play or watch football matches on TV. Most footballers earn a lot of money. Some footballers are now role models for young children. Many parents hope that one or all their sons will be professional footballers one day. I hope I will be a football star one day.

Concluding Sentence

3 Email Writing

٣. كتابة رسائل البريد الإلكترونى.

• What are the main parts of an email? ما هى الأجزاء الرئيسية لرسالة البريد الإلكترونى؟

Parts of Email Writing

1	2	3	4	5	6
Sender's line خانة المُرسِل	Recipient's line خانة المُرسَل إليه	Subject line خانة عنوان الموضوع	Greeting التحية	Body الموضوع/المَتن	Closing الخاتمة

1 Sender's line (From line) خانة المُرسِل

The email address of the person who sent the message appears here.

يظهر هنا عنوان البريد الإلكترونى للشخص الذى قام بإرسال الرسالة.

2 Recipient's line (To line) خانة المُرسَل إليه

It includes the email address of the person who you send the message to.

وتضم عنوان البريد الإلكترونى للشخص الذى يتم إرسال الرسالة إليه.

3 Subject line خانة عنوان الموضوع

The subject line tells recipients what the email is about. A good subject line summarizes the email and makes it sound important enough for the reader to open.

خانة الموضوع تخبر مستلم الرسالة عن موضوع البريد الإلكتروني. وتلخص خانة الموضوع الجيدة البريد الإلكترونى وتجعله يبدو مهمًا بدرجة كافية لتشجع القارئ على فتحه.

4 Greeting التحية

Your email's greeting should match the tone you're trying to set in the rest of your email.

يجب أن تتطابق التحية فى بداية البريد الإلكترونى مع طبيعة الموضوع.

5 Body الموضوع/المَتن

The email body contains the message of the email. Effective emails keep their email bodies short.

يحتوى مَتن البريد الإلكترونى على موضوع الرسالة ، ولكى تكون رسائل البريد الإلكترونى فعالة لابد أن تكون قصيرة.

6 Closing الخاتمة

Formal closing includes "**yours sincerely**" and "**Thank you,**" while more friendly messages can use "**Talk to you soon**!" or "**See you later!**"

تشمل الخاتمة الرسمية عبارات مثل « تفضلوا بقبول فائق الاحترام » و « شكرًا لك »، بينما يمكن للرسائل الأكثر ودية استخدام عبارة « أتحدث إليك قريبًا ! » أو « أراك لاحقًا !"

Model Email نموذج لرسائل البريد الإلكترونى

Write an email of about 110 words to your friend Nour. Invite him to your brother's wedding. Your name is Reda and your email address is reda@elmoasser.net . Your friend's email is nour@elmoasser.net .

"From" Line

New email

"To" Line

From : reda@elmoasser.net

To : nour@elmoasser.net

"Subject" Line

Subject : An invitation to my brother's wedding

Greeting

Dear Nour,

Body

How are you, Nour? I hope you and your family are well. I'm very happy to send you this email. I'd like to invite you to my brother's wedding. The wedding is planned for next Thursday. It will be held in the city's festival hall. The wedding starts at 10 pm. Most of our friends are going to be there. I've already invited them and most of them are happy to come. I'm looking forward to seeing you at the wedding. It will be very nice to meet up in this happy occasion. I'm waiting for your reply.

Closing

See you later !

Yours,

Reda

SEND

4 Short Story Writing ٤. كتابة القصة القصيرة.

1 Plot: حبكة القصة (الأحداث)

وهى الأسلوب المُحكَم الذى يتم به عرض الأحداث وتصاعدها وصولاً لذروة الموقف حتى الوصول للنهاية.

2 Setting: المكان والزمان

لابد من تحديد المدى الزمنى والمكان الذى تدور فيه الأحداث.

3 Characters: الشخصيات

يجب الاهتمام بعرض وتطوير الشخصيات حتى تبدو حقيقية بالنسبة للقارئ، فالشخصيات هى التى تقوم بالأحداث فى القصة ولابد أن تتطور مع تطور الأحداث.

4 Narrating: السرد

يجب الاهتمام بأسلوب الكتابة، واستخدام الجمل القصيرة يعطى تشويقًا ويجعل تسلسل الأحداث أكثر وضوحًا.

5 Moral: المغزى الأخلاقي

لابد أن يكون للقصة مغزى أخلاقى أو درس مستفاد يخرج به القارئ.

Model Short Story نموذج قصة قصيرة

Write a short story of about 110 words about an experience that happened in your life.

A life experience

When I was a child I used to have many toys and didn't use to share them with other children. My parents told me many times to share my toys with others to enjoy playing more, but I didn't try to do that. One day at the park while I was playing with my toys, a dog took one of them and ran. Every child at the park was laughing at me. No one wanted to help me as I was selfish and didn't share my things with them. I spent much time running behind the dog to leave my toy away. After that day, I learnt to stop being selfish and share my toys with others.

4. Blog post ٤. منشور فى مدونة :

A blog features سمات المدونة

1. Catchy title عنوان جذاب للمدونة → The title should be exciting and eye-catching. يجب أن يكون العنوان مشوق وجاذب للعين.
2. Question to get attention سؤال لجذب الانتباه → Ask an interesting question. أسأل سؤالًا يثير الاهتمام.
3. Introduction مقدمة → Provide clear information in your first paragraph. دعم الفقرة الأولى الخاصة بك بمعلومات واضحة.

4 **List of examples** قائمة من الأمثلة → Use images and lists to make reading easy. استخدم صور وقوائم لتجعل القراءة أسهل.

5 **Call-to-action** دعوة للقيام بفعل → Ask readers to respond. اطلب من القراء الرد.

B How to write a blog post كيف تكتب منشور المدونة

1. Write about something you like and enjoy.
   اكتب عن شيء تحبه وتستمتع به.
2. Write to your readers as if you are speaking to them. Use contractions (I'm, It's) and words like "awesome" and "cool".
   اكتب لقرائك كما لو كنت تتحدث إليهم. استخدم الاختصارات (I'm, It's) وكلمات مثل (awesome) و (cool).
3. Use exclamation points (!) and emojis.
   استخدم علامات التعجب [!] ورموز تعبيرية.
4. Give your opinion and invite your readers to give theirs.
   اعط رأيك ودع قراءك يعطوا آرائهم.
5. Check that your spelling is correct. تأكد من أن الهجاء صحيح.

HOME | ABOUT | DOWNLOAD < > : X

....

....

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....

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....

٣. كيفية كتابة الفقرات الإنشائية

اتباع الخطوات التالية يساعدك على تكوين فقرة إنشائية :

١. تكوين حصيلة من المفردات اللغوية. ٢. إتقان تكوين الجمل.

٣. بعد اتباع الخطوات السابقة يمكنك كتابة الفقرة الإنشائية.

Topic	Step 1 Vocabulary اختبر مدى إتقانك للمفردات اللغوية	Step 2 Sentences اختبر مدى إتقانك لتكوين الجمل	Step 3 Writing اختبر مدى إتقانك لمهارة الكتابة
Your identity	**Write the meaning :** خلفية اجتماعية .... معتقدات .... نقاط القوة .... اكتشاف الذات .... احترام الذات .... فريد .... يقيم - يقدر	**Fill in using vocabulary :** 1. Honest people .... hard work and kindness. 2. I've found out more about myself through .... 3. My .... is simple. I come from a family that lives in a small village. 4. My .... shape my character . 5. Everyone has a .... identity. We're all special. 6. Your confidence is one of your	**Write a paragraph on :** "Your identity" ....
Values	العطف .... الصلابة - القوة .... القيم .... ثقة بالنفس .... كاميرا ويب .... الأمانة .... ثقة .... عدالة - مُساواة	1. Your .... grows when you succeed. 2. .... helps you overcome life's challenges. 3. .... means treating people in the same way. 4. .... makes you say the truth. 5. Helping others even when you're busy shows .... 6. Showing respect helps you build .... with others.	**Write a paragraph on :** "Values" ....

Topic	Step 1 Vocabulary اختبر مدى إتقانك للمفردات اللغوية	Step 2 Sentences اختبر مدى إتقانك لتكوين الجمل	Step 3 Writing اختبر مدى إتقانك لمهارة الكتابة
Communication	**Write the meaning :** تعبيرات الوجه .... سوء التفاهم .... التواصل .... يهتم - يراعي .... يؤثرعلي .... محترم .... هادئ	**Fill in using vocabulary :** 1. Good .... is the key to strong relationships. 2. The way you talk and listen .... your connections with others. 3. Communication includes your tone of voice and your .... 4. Even simple smiles or text messages can show someone you .... 5. .... can lead to conflict. 6. Having open and .... conversations builds trust.	**Write a paragraph on :** "Communication" ....
Misunderstanding	يحل .... سوء تفاهم .... علاقات .... داعم - مساند .... وجهة نظر .... يسامح .... صداع	1. Social media and texting sometimes cause .... between people. 2. It's important to listen carefully to understand other person's .... 3. Conflicts can happen even in close .... 4. The best way to .... conflicts is through honest discussion. 5. Being honest and .... helps to strengthen the bond between people. 6. When people feel heard and respected, they .... and move forward.	**Write an opinion paragraph on :** "Misunderstanding" ....

Topic	Step 1 Vocabulary اختبر مدى إتقانك للمفردات اللغوية	Step 2 Sentences اختبر مدى إتقانك لتكوين الجمل	Step 3 Writing اختبر مدى إتقانك لمهارة الكتابة
Artificial intelligence	**Write the meaning :** إنسان آلى .... حدود .... مخ - دماغ .... ذكى .... يتبع .... يصنع - يبتكر .... بشر	**Fill in using vocabulary :** 1. AI is the .... that can go inside a robot. 2. AI allows the .... to make decisions and learn from actions. 3. Without AI, the robot can only .... basic rules. 4. AI still has .... It needs humans to help it. 5. Not all AI is in robots, and not all robots are .... 6. AI can .... pictures songs and stories.	**Write an email on:** "Artificial intelligence" ....
Robot teachers	مخصص .... مدرسة .... متحير - مرتبك .... الذكاء الاصطناعى .... مميز - خاص .... يحل محل - يبدل .... فورًا - فى الحال	1. There is a robot teacher in our .... 2. The robot teacher teaches us .... 3. It helps each student learn in a .... way. 4. It makes .... lessons for each student. 5. Some students still feel .... to see a robot at school. 6. Robot teachers are great, but they can't .... the real teacher.	**Write an email on:** "Robot teachers" ....

Topic	Step 1 Vocabulary اختبر مدى إتقانك للمفردات اللغوية	Step 2 Sentences اختبر مدى إتقانك لتكوين الجمل	Step 3 Writing اختبر مدى إتقانك لمهارة الكتابة
Screen time	**Write the meaning :** كمبيوتر لوحي .... أنشطة .... مفيد .... شاشات .... يوازن .... وقت الشاشة .... مشتت	**Fill in using vocabulary :** 1. Screen time means the total time you spend looking at .... 2. These screens can include phones, computers, ... or TVs. 3. Almost everyone uses screens for many .... 4. Some of screen time is .... , like learning a new skill. 5. Spending .... watching videos may not be useful. 6. It's important to .... screen time use with physical activity.	**Write a blog post on :** "Screen time" ....
The future of technology	يقلل .... الرعاية الصحية .... وسائل المواصلات .... فوائد .... تحديات .... فعال .... خدمة عملاء	1. AI is transforming our world, offering incredible .... 2. AI powers .... through diagnosing diseases. 3. AI enhances .... with self-driving cars. 4. AI .... human errors. 5. AI could solve global .... like climate change. 6. AI will continue making life more	**Write a blog post on :** "The future of technology" ....

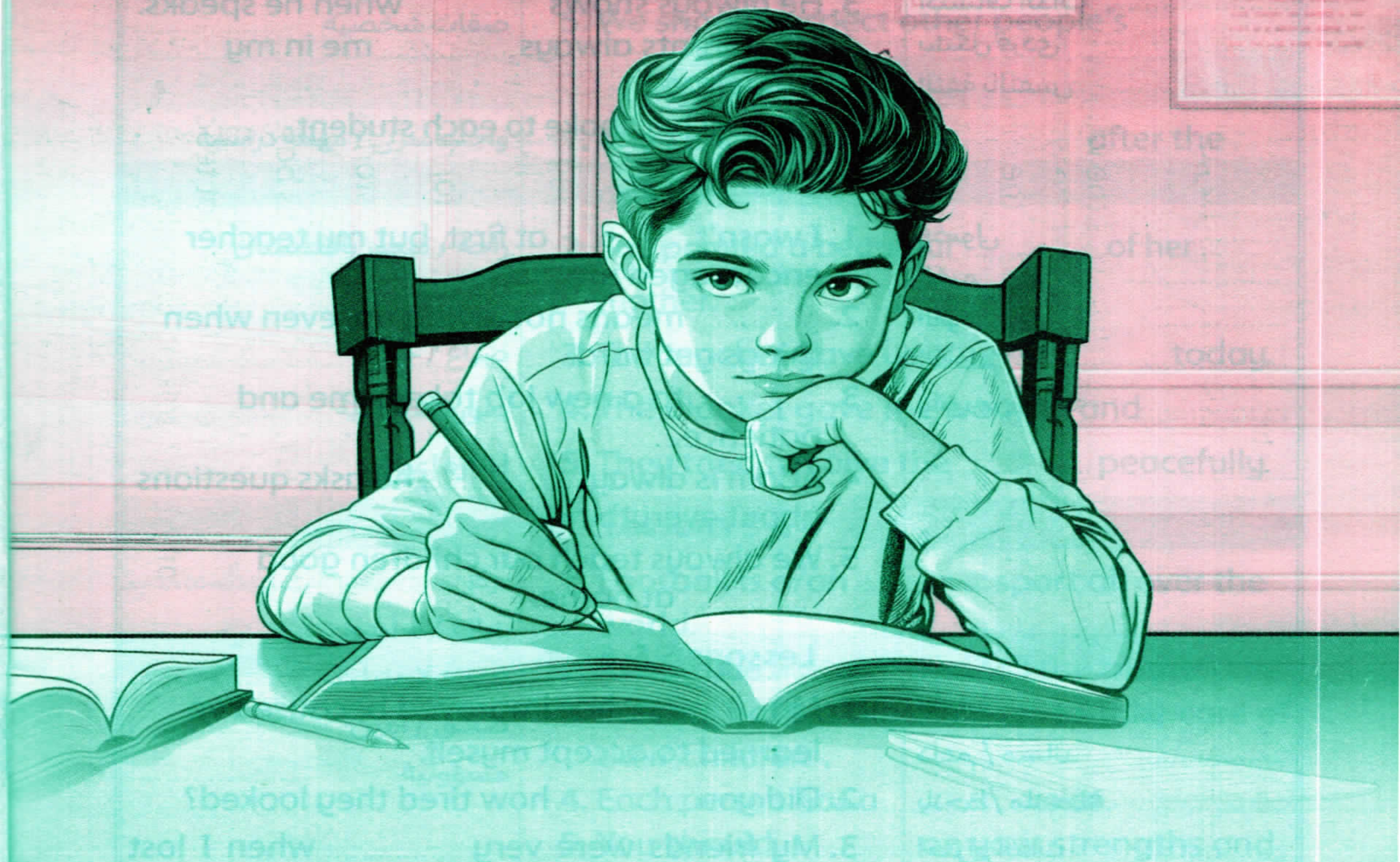
Unit 5

Topic	Step 1 Vocabulary اختبر مدى إتقانك للمفردات اللغوية	Step 2 Sentences اختبر مدى إتقانك لتكوين الجمل	Step 3 Writing اختبر مدى إتقانك لمهارة الكتابة
Designers	Write the meaning : الإبداع .... حلال (مشاكل) .... يصنع .... أفكار .... يتعامل .... نماذج بدائية .... مصمم	Fill in using vocabulary : 1. Designers are everyday problem .... 2. They .... useful things and easy to use. 3. Great designers explore .... from different points of view. 4. Designers test simple models called .... 5. .... , listening and curiosity are important skills in design. 6. Designers think about the function of things and how people .... with them.	Write a review on: "Designers" ....
Design thinking	احتياجات .... نموذج .... خطوات .... مبدع - مبتكر .... مثالي - متقن .... اختبر .... العصف الذهنى	1. Design thinking is a way to solve problems by doing some .... 2. First, you must understand the user's .... 3. Next, think of many ideas. Be .... 4. Then, you should make a simple .... called prototype. 5. It doesn't matter if the prototype isn't .... 6. Finally, ... the prototype. Keep it practical and useful.	Write a review on : "Design thinking" ....

Topic	Step 1 Vocabulary اختبر مدى إتقانك للمفردات اللغوية	Step 2 Sentences اختبر مدى إتقانك لتكوين الجمل	Step 3 Writing اختبر مدى إتقانك لمهارة الكتابة
Stories effect on our thinking	**Write the meaning :** شخصيات .... خيال .... يسلي .... ثقافات .... عاطفي .... يفكر .... واعي - مدرك	**Fill in using vocabulary :** 1. Reading stories improves the way we .... and understand the world. 2. Through stories, we enter the minds of the .... of stories. 3. We explore various types of problem ...., social or even moral through reading stories. 4. Stories introduce us to different .... and lifestyles. 5. Stories spark our .... 6. Stories .... us and teach us important life skills.	**Write a paragraph on :** "Stories effect on our thinking" ....
Writing stories	مضحك .... هواية .... خيالي .... أنواع .... درس مستفاد .... أحداث .... أساطير / حكايات رمزية	1. My favorite .... is writing stories. 2. Stories have many ...., like fiction and non-fiction stories. 3. Every story has a .... for readers to learn. 4. Comic stories are .... stories full of humor. 5. Historical stories are stories based on real .... from the past. 6. .... are short tales that teach a moral often with talking animals.	**Write a story about :** "honesty" ....

PART
Two

Dictation



- Dictation on Lessons
- Dictation on Unit



Unit **1**

1. Dictation on Lessons

١. إملاء على دروس الوحدة

يقوم المعلم باختيار نموذج واحد من (A) or (B) لكل طالب لقياس وتقييم استيعابه للمفردات اللغوية.

Model A

Write the meaning	Complete باستخدام الكلمات أكمل الجمل.
Lessons 1 & 2	
يدعم / يساند	1. My .... is not about what others see.
هوية	2. Travelling helps in ....
اكتشاف الذات	3. He always shows .... when he speaks.
بشكل فردى	4. My parents always .... me in my studies.
الثقة بالنفس	5. The teacher spoke to each student ....
Lesson 3	
فضولى	1. I wasn't .... at first, but my teacher encouraged me.
القيم	2. .... means not giving up, even when things get hard.
القوة	3. .... to a new job takes time and patience.
التأقلم	4. Adam is always ....; he asks questions about everything.
واثق من نفسه	5. We always teach our children good .... at home.
Lessons 5 & 6	
الأمانة	1. My .... has improved because I've learned to accept myself.
داعم / مساند	2. Did you .... how tired they looked?
يلاحظ/ ملاحظة	3. My friends were very .... when I lost my way.
احترام الذات	4. Learning to read in a new language is a big ....
تحدٍ	5. I always try to act with ....

or

Model B

Write the meaning	Complete
Lessons 1 & 2	
خلفية	1. Being honest is a great ....
معتقدات	2. I get .... when I have too much work.
نقاط القوة	3. Helping others is one of my ....
متوتر	4. His family .... is very simple.
صفات شخصية	5. We should respect other people's ....
Lesson 3	
واجب منزلى / مهمة دراسية	1. The coach gave me a .... after the game.
راحة / شعور بالاطمئنان	2. She painted a beautiful .... of her mother.
صراع / خلاف	3. The teacher gave us a new .... today.
صورة شخصية	4. The blanket gave me warmth and ....
إشارة إعجاب	5. They tried to solve the .... peacefully.
Lessons 5 & 6	
يركز	1. Football is a/an .... sport all over the world.
شائع / مشهور	2. Always be .... and tell the truth.
فريد / لا مثيل له	3. Parents have a big .... to take care of their children .
صادق / أمين	4. Each person has a .... voice.
مسؤولية	5. You should .... on your strengths and accept your weaknesses.

2. Dictation on Unit 1

۲. إملاء على الوحدة بالكامل

1. Write the meaning of these words.

....	القيم	background	....
....	احترام الذات	unique	....
....	تحدٍ	curious	....
....	واثق من نفسه	honesty	....
....	التأقلم	honest	....
....	بشكل فردى	strong	....
....	صفات شخصية	popular	....

2. Read and complete the conjugation.

Present	Past	P.P.
grow	grew	....
....	felt	felt
think	....	thought
break	....	broken
....	built	built

3. Listen, repeat and write.

يقوم المعلم بقراءة بعض الكلمات من الوحدة ليستمع إليها الطالب ويرددها ثم يكتبها داخل الجدول.

ORAL TEST

1.	5. ....
2.	6. ....
3.	7. ....
4.	8. ....

4. Read and match.

1	identity
2	value
3	background
4	self-discovery
5	curious
6	adjusting
7	confident

- ☐ have a high opinion of someone or something
- ☐ interested in discovering new things
- ☐ feeling sure about your abilities, qualities or decisions
- ☐ changing something a little to make it better
- ☐ where someone comes from
- ☐ learning more about who you are
- ☐ who a person is

5. Read and complete (synonyms / antonyms).

Word	Synonym	Word	Antonym
identity	....	different	....
pressure	....	weak	....
real	....	accept	....
confident	....	honest	....
quiet	....	easy	....
curious	....	brave	....

6. Read and complete (prefixes / suffixes).

Prefix / Suffix	Meaning	Prefix / Suffix	Meaning
.... certain	غير متأكد	kind	الرفق / العطف
.... perfect	غير مثالى	weak	الضعف
creat	مبدع	differ	مختلف
.... possible	غير ممكن/ مستحيل	.... like	غير مشابه / ليس مثل



Unit 2

1. Dictation on Lessons

١. إملاء على دروس الوحدة

يقوم المعلم باختيار نموذج واحد من (A) or (B) لكل طالب لقياس وتقييم استيعابه للمفردات اللغوية.

Model A

Write the meaning	Complete
	Lessons 1 & 2
الأشقاء (الأخوة / الأخوات)	1. It's important to be .... of your classmates.
محترم	2. His words were simple but ....
يحل (مشكلة)	3. They could .... the problem quickly.
ذو معنى	4. We often feel .... before the exams.
توتر - قلق	5. I play games with my .... after school.
	Lesson 3
محرج / غير مريح	1. He felt .... when they didn't listen to him.
محبط	2. I love the sound of children's ....
بدلًا من	3. A good .... can solve many problems.
الضحك	4. Everyone stopped talking and listened to their teacher in ....
محادثة	5. Talk calmly .... of shouting.
	Lessons 5 & 6
تمامًا / كليًا	1. He sees things .... now
سعيد / مسرور	2. .... I don't like that movie.
بطريقة مختلفة	3. I .... agree with you.
شك / يشك	4. His friends don't have any .... about his honesty.
بصراحة	5. We are .... you came today.

or

Model B

Write the meaning	Complete
Lessons 1 & 2	
إصرار / عزيمة	1. Try to stay .... and don't shout.
سوء الفهم	2. A .... can happen if we don't listen well.
رابط/ علاقة قوية	3. We can .... by phone or in person.
وجهًا لوجه	4. Talking every day helps us build a ....
يتواصل	5. With ...., she could pass the exam.
هادئ	6. They had a .... talk to solve the problem.
Lesson 3	
إيماء	1. I need a quiet room without ....
صمت	2. A simple message helped me .... with my cousin.
يعيد التواصل	3. A smile is a friendly ....
عوامل تشتيت	4. We don't talk to .... in public places.
غرباء	5. He sat .... and listened to me carefully.
بهدوء	6. The .... in the room made me feel uncomfortable.
Lessons 5 & 6	
يتجنب	1. He was .... after he lost the match.
متعب	2. Let's .... what is broken.
منزعج	3. Always speak to your parents ....
بصوت منخفض	4. I try to .... arguments at school.
يصلح / يعيد الأمور	5. He felt .... after a long day at school.

2. Dictation on Unit 2

٢. إملاء على الوحدة بالكامل

1. Write the meaning of these words.

....	التواصل	bond	....
....	سوء الفهم	resolve	....
....	الأشقاء الأخوة / الأخوات	silence	....
....	محترم	face-to-face	....
....	إصرار - عزيمة	awkward	....
....	عوامل تشتيت	distant	....
....	غرباء	reconnect	....

2. Read and complete the conjugation.

Present	Past	P.P.
....	understood	understood
forget	....	....
catch	....	caught
....	brought	....
....	....	woken up

3. Listen, repeat and write.

يقوم المعلم بقراءة بعض الكلمات من الوحدة ليستمع إليها الطالب ويرددها ثم يكتبها داخل الجدول.

ORAL TEST

1.	5. ....
2.	6. ....
3.	7. ....
4.	8. ....

4. Read and match.

1	awkward
2	distraction
3	frustrated
4	supportive
5	distant
6	bond
7	gesture
8	misunderstand

- ☐ failure to understand correctly
- ☐ a strong connection between people
- ☐ giving help or encouragement
- ☐ something that stops you paying attention
- ☐ feeling uncomfortable or strange
- ☐ feeling annoyed or upset
- ☐ a movement or action that shows emotion
- ☐ emotionally or physically not close

5. Read and complete (synonyms / antonyms).

Word	Synonym	Word	Antonym
upset	....	solution	....
softly	....	care	....
fix	....	distant	....
awkward	....	frustrated	....
stress	....	silence	....
gesture	....	argue	....

6. Read and complete (prefixes / suffixes).

Prefix / Suffix	Meaning	Prefix / Suffix	Meaning
.... appear	يختفي	friend	ودود
support	داعم - مساند	agree	اتفاق
quiet	بهدوء	sad	حزن
.... understanding	سوء الفهم	.... honest	غير أمين



Unit 3

1. Dictation on Lessons

١. إملاء على دروس الوحدة

يقوم المعلم باختيار نموذج واحد من (A) or (B) لكل طالب لقياس وتقييم استيعابه للمفردات اللغوية.

Model A

Write the meaning	Complete
	Lessons 1 & 2
…………………… مهمة	1. We get many …………… from reading.
…………………… متقدم	2. Adam is very …………… in art class.
…………………… سلوك	3. Robots can do …………… like cleaning floors.
…………………… يستفيد - فائدة	4. AI is an …………… kind of technology.
…………………… مبدع	
	Lesson 3
…………………… لامع	1. This is a …………… plan for your study.
…………………… مدهش / مفاجئ	2. My phone stopped working …………… after it fell.
…………………… مخصص / معدل	
…………………… فورًا / فى الحال	3. It was …………… to see snow in May.
…………………… يلاحظ / ملاحظة	4. Did you …………… his new haircut?
	5. Tarek wore a …………… silver jacket at the party.
	Lessons 5 & 6
…………………… يتعرف	1. We should respect the …………….
…………………… كبار السن	2. The robot does the job with high …………….
…………………… فرص	3. Always wear a helmet to stay …………….
…………………… دقة	4. I can …………… your voice easily.
…………………… آمن	5. We all have …………… to learn.

or

Model B

Write the meaning	Complete
	Lessons 1 & 2
حدود	1. AI can't feel .... like humans.
مشاعر	2. My English teacher gave me useful .... on my writing.
ابتكار	3. You can .... your lessons to fit your needs.
تغذية راجعة	4. .... makes life easier and more fun.
يؤلف / ينشئ	5. AI can .... music, stories and pictures.
يخصص	6. Robots have .... and need human control.
	Lesson 3
مشوش / مرتبك	1. Good communication helps build strong ....
علاقة / ارتباط	2. Can I .... this phone with another one?
يستبدل	3. He looked .... during the math test.
يفتقد	4. We .... understand the lesson today.
تمامًا / كليًا	5. I .... the bus this morning.
	Lessons 5 & 6
طلاقة / فصاحة	1. AI is smart, but it still needs ....
البشر	2. Nurses .... doctors in the hospital.
يساعد	3. She speaks French with ....
قرار	4. We bought a new coffee .... yesterday.
آلة	5. The robot can help us make a ....

2. Dictation on Unit 3

٢. إملاء على الوحدة بالكامل

1. Write the meaning of these words.

.... متقدم	creativity ....
.... سلوك	assist ....
.... حدود	check ....
.... مرتبك	customize ....
.... ينشئ - يؤلف	instantly ....
.... لامع	notice ....
.... عملية جراحية	connection ....

2. Read and complete the conjugation.

Present	Past	P.P.
tell	told	....
....	sent	sent
know	....	known
....	gave	given
teach	....	....

3. Listen, repeat and write.

يقوم المعلم بقراءة بعض الكلمات من الوحدة ليستمع إليها الطالب ويرددها ثم يكتبها داخل الجدول.

ORAL TEST

1.	5. ....
2.	6. ....
3.	7. ....
4.	8. ....

4. Read and match.

1	emotions
2	compose
3	instantly
4	tasks
5	creative
6	innovation
7	advanced
8	limits

- ☐ jobs or actions that need to be done
- ☐ the point where something stops or cannot go further
- ☐ feeling like happiness, sadness, anger, or fear
- ☐ producing or using unusual ideas
- ☐ create or produce
- ☐ very modern, developed, or complex, not basic
- ☐ without any delay
- ☐ invention and improvement

5. Read and complete (synonyms / antonyms).

Word	Synonym	Word	Antonym
assist	....	replace	....
decision	....	confused	....
shiny	....	safe	....
behavior	....	recognize	....
notice	....	accuracy	....
improve	....	advanced	....

6. Read and complete (prefixes / suffixes).

Prefix / Suffix	Meaning	Prefix / Suffix	Meaning
connect..........	اتصال	quick	بسرعة
instant..........	على الفور	.... possible	مستحيل
.... clear	غير واضح	care	مهمل
.... correct	غير صحيح	use	عديم الفائدة



Unit **4**

1. Dictation on Lessons

١. إملاء على دروس الوحدة

يقوم المعلم باختيار نموذج واحد من (A) or (B) لكل طالب لقياس وتقييم استيعابه للمفردات اللغوية.

Model A

Write the meaning		Complete
		Lessons 1 & 2
....	وقت الشاشة	**1.** The mobile isn't old. It is ....
....	مفيد	**2.** Noise can cause .... in the class.
....	ذهنيًا	**3.** Too much .... is bad for your eyes.
....	تشويش	**4.** This app is .... for learning English.
....	حديث	**5.** Reading helps you grow ....
		Lesson 3
....	مضغوط	**1.** Reading every day can .... your English.
....	تنبيهات	**2.** I .... my mistakes and apologized.
....	يدرك	**3.** She was .... by the bad news.
....	مصدوم	**4.** I get many .... on my phone.
....	يحسن	**5.** I always feel .... before exams.
		Lessons 5 & 6
....	يحقق	**1.** I always .... my friend's birthday.
....	خارجي	**2.** He tried to .... eating fast foods.
....	وجبات	**3.** You can .... your goals by working hard.
....	يتذكر	**4.** We played .... games after school
....	يتجنب	**5.** I eat three .... every day.

or

Model B

Write the meaning	Complete
	Lessons 1 & 2
…………………… تأثيرات	**1.** One of the …………… of the internet is that it wastes time.
…………………… يوازن	**2.** My phone has many …………… features.
…………………… صحى	**3.** The sun has strong …………… on the skin.
…………………… متقدم	**4.** He tried to …………… his study and screen time.
…………………… عيوب	**5.** Eating vegetables is very …………… .
	Lesson 3
…………………… يتحكم فى	**1.** She …………… school and sports well.
…………………… أنشطة	**2.** He was annoyed and felt …………… .
…………………… يقضى	**3.** We do fun …………… after school.
…………………… عصبى	**4.** I …………… my weekend with my family.
…………………… يوازن	**5.** You should try to …………… your anger.
	Lessons 5 & 6
…………………… مشوش	**1.** We should …………… screen time at night.
…………………… محدد	**2.** Try to give …………… answers to the question.
…………………… تغيير	**3.** I am proud to be …………… .
…………………… يقلل	**4.** He felt …………… and couldn't focus.
…………………… مصرى الجنسية	**5.** We need a …………… in our daily routine.

2. Dictation on Unit 4

٢. إملاء على الوحدة بالكامل

1. Write the meaning of these words.

....	شاشات	blame	....
....	جسدى	attention	....
....	خبراء	wisely	....
....	شاشة	healthy	....
....	ناجح	future	....
....	يستكشف	amount	....
....	ثقافة	entertainment	....

2. Read and complete the conjugation.

Present	Past	P.P.
keep	....	....
....	spent	....
....	....	said
write	....	....
....	read	....

3. Listen, repeat and write.

يقوم المعلم بقراءة بعض الكلمات من الوحدة ليستمع إليها الطالب ويرددها ثم يكتبها داخل الجدول.

ORAL TEST

1.	5. ....
2.	6. ....
3.	7. ....
4.	8. ....

4. Read and match.

1	smart
2	focused
3	modern
4	distraction
5	useful
6	balance

- ☐ not easily distracted
- ☐ something that takes attention away
- ☐ something new and advanced
- ☐ uses technology wisely
- ☐ to keep things in the right amount
- ☐ helpful

5. Read and complete (synonyms / antonyms).

Word	Synonym	Word	Antonym
recommend	....	physically	....
outdoor	....	short	....
modern	....	easy	....
avoid	....	good	....
right	....	focused	....
useful	....	before	....

6. Read and complete (prefixes / suffixes).

Prefix / Suffix	Meaning	Prefix / Suffix	Meaning
use	مفيد	distract	تشويش
success	ناجح	wise	بحكمة
Egypt	مصرى الجنسية	mental	عقليًا / ذهنيًا
stress	مضغوط	.... important	غير مهم



Unit 5

1. Dictation on Lessons

١. إملاء على دروس الوحدة

يقوم المعلم باختيار نموذج واحد من [A] or [B] لكل طالب لقياس وتقييم استيعابه للمفردات اللغوية.

Model A

Write the meaning		Complete
		Lessons 1 & 2
....	عصرى	**1.** Group work helps with ....
....	إبداع	**2.** We need .... solutions to pollution.
....	نموذج أولى	**3.** We made a .... of our new robot.
....	عملى	**4.** .... helps us solve problems.
....	توليد الأفكار	**5.** This is a .... school with modern boards.
		Lesson 3
....	أفكار	**1.** He .... his time reading.
....	حقيقى	**2.** We made a new .... for our school.
....	مرتبك	**3.** I have many good .... for the project.
....	تصميم	**4.** This story is based on .... events.
....	يقضى	**5.** I was .... by the difficult question.
		Lessons 5 & 6
....	تغييرات	**1.** The teacher showed us a .... of the
....	مختلف	machine.
....	نموذج	**2.** This job needs great ....
....	ملاحظات	**3.** My idea is .... from yours.
....	مهارات	**4.** I take .... during the lessons.
		5. We made a few .... to the plan.

or

Model B

Write the meaning		Complete
	Lessons 1 & 2	
حلول	....	1. We did a .... session in class today.
وظيفة	....	2. Do you have an .... way to study well?
يتفاعل	....	3. We must find smart .... to the problem.
فعال / مؤثر	....	4. What is the .... of the heart?
العصف الذهنى	....	5. He didn't .... to the bad news.
	Lesson 3	
رئيسى	....	1. The oculist طبيب العيون will .... my eyes.
يشعر	....	2. We worked in .... to do the task.
عصبى	....	3. She feels .... before starting the job.
مجموعة	....	4. The .... character in the story is Goha.
يختبر	....	5. I .... happy when I help others.
	Lessons 5 & 6	
حل	....	1. She gave a .... answer to the question.
عملية	....	2. It isn't .... for people to fly.
يحسن	....	3. Try to find a quick .... to the problem.
ممكن	....	4. Learning a new language is a slow ....
مثالى	....	5. You should .... your skills to achieve your goal.

2. Dictation on Unit 5

٢. إملاء على الوحدة بالكامل

1. Write the meaning of these words.

....	أمان	app	....
....	جدول زمنى	weight	....
....	مشاعر	sprint	....
....	وافد جديد	crazy	....
....	تغذية رجعية	challenge	....
....	مهارة	buddy	....
....	نموذج	solution	....

2. Read and complete the conjugation.

Present	Past	P.P.
mean	....	....
....	built	....
....	....	taken
....	thought	....
feel	....	....

3. Listen, repeat and write.

يقوم المعلم بقراءة بعض الكلمات من الوحدة ليستمع إليها الطالب ويرددها ثم يكتبها داخل الجدول.

ORAL TEST

1.	5. ....
2.	6. ....
3.	7. ....
4.	8. ....

4. Read and match.

1	practical
2	sprint
3	crazy
4	ideation
5	make sense
6	come up with
7	perfect
8	process

- ☐ brainstorming or coming up with ideas
- ☐ very unusual
- ☐ effective or suitable
- ☐ a process of solving complex problems
- ☐ a series of steps or actions taken to achieve something
- ☐ useful in every situation
- ☐ logically correct; easy to understand
- ☐ to invent or think of an idea or plan

5. Read and complete (synonyms / antonyms).

Word	Synonym	Word	Antonym
solve	....	complex	....
improve	....	strong	....
perfect	....	problem	....
create	....	possible	....
new	....	succeed	....
nervous	....	different	....

6. Read and complete (prefixes / suffixes).

Prefix / Suffix	Meaning	Prefix / Suffix	Meaning
.... usual	غير معتاد	design	مصمم
lead	قائد	.... possible	مستحيل
help	متعاون	careful	بحرص
farm	فلاح / مزارع	natural	بشكل طبيعي



Unit 6

1. Dictation on Lessons

١. إملاء على دروس الوحدة

يقوم المعلم باختيار نموذج واحد من [B] or [A] لكل طالب لقياس وتقييم استيعابه للمفردات اللغوية.

Model A

Write the meaning	Complete
Lessons 1 & 2	
.... تحديات	1. They had a .... about their homework.
مغزى / درس مستفاد	2. It's .... to blame him for everything.
....	3. Mothers always provide .... support for the family.
.... عاطفى	
.... غير عادل / ظالم	4. Try to face .... bravely.
.... جدال	5. Honesty is the main .... of the story.
Lesson 3	
.... ماهر	1. We went on an exciting .... in the desert.
.... مغامرة	
.... كوميدى	2. They visited some .... museums.
.... تاريخى	3. We laughed a lot at the .... film.
.... جبنة	4. I like eating bread with ....
	5. She is .... at doing math sums.
Lessons 5 & 6	
.... قوة	1. This chair is .... It is made of wood.
.... يذكر	2. My grandfather is still .... not weak.
.... يشرح	3. My mother always .... me of my meals.
.... قوى	4. Please, can you .... the lesson again?
.... خشبى	5. Her .... helps her do sports.

or

Model B

Write the meaning		Complete
		Lessons 1 & 2
....	واع / مدرك	**1.** She is .... to her teachers.
....	شخصيات	**2.** My father always .... me to do better.
....	صراع	**3.** Be .... of the rules before the test.
....	يساند	**4.** The story has three main ....
....	محترم	**5.** There was a .... between the two friends.
		Lesson 3
....	أنواع	**1.** The story isn't true, it is ....
....	تفاصيل	**2.** We need a .... to the conflict.
....	شخصيات	**3.** There are many .... of books in the library.
....	حل	**4.** Please, write the .... of the problem.
....	خيالى	**5.** I like all the .... in this film.
		Lessons 5 & 6
....	ينمو	**1.** The hungry dog found a .... and ate it.
....	شيق	**2.** My friend is always .... and friendly.
....	متنوع	**3.** This story is very .... Try to read it.
....	هادىء	**4.** The shop sells .... kinds of clothes.
....	عظمة	**5.** Plants .... with water and sunlight.

2. Dictation on Unit 6

٢. إملاء على الوحدة بالكامل

1. Write the meaning of these words.

....	solution	مهارات	....
....	imagination	قصص	....
....	conversation	عالق	....
....	power	كوبرى	....
....	classmates	فم	....
....	remind	صراع	....
....	message	قصص شعبية	....

2. Read and complete the conjugation.

Present	Past	P.P.
think	....	....
....	became	....
....	....	said
sing	....	....
....	caught	....

3. Listen, repeat and write.

يقوم المعلم بقراءة بعض الكلمات من الوحدة ليستمع إليها الطالب ويرددها ثم يكتبها داخل الجدول.

ORAL TEST

1.	5. ....
2.	6. ....
3.	7. ....
4.	8. ....

4. Read and match.

1	various
2	moral
3	empathy
4	aware
5	spark
6	critically

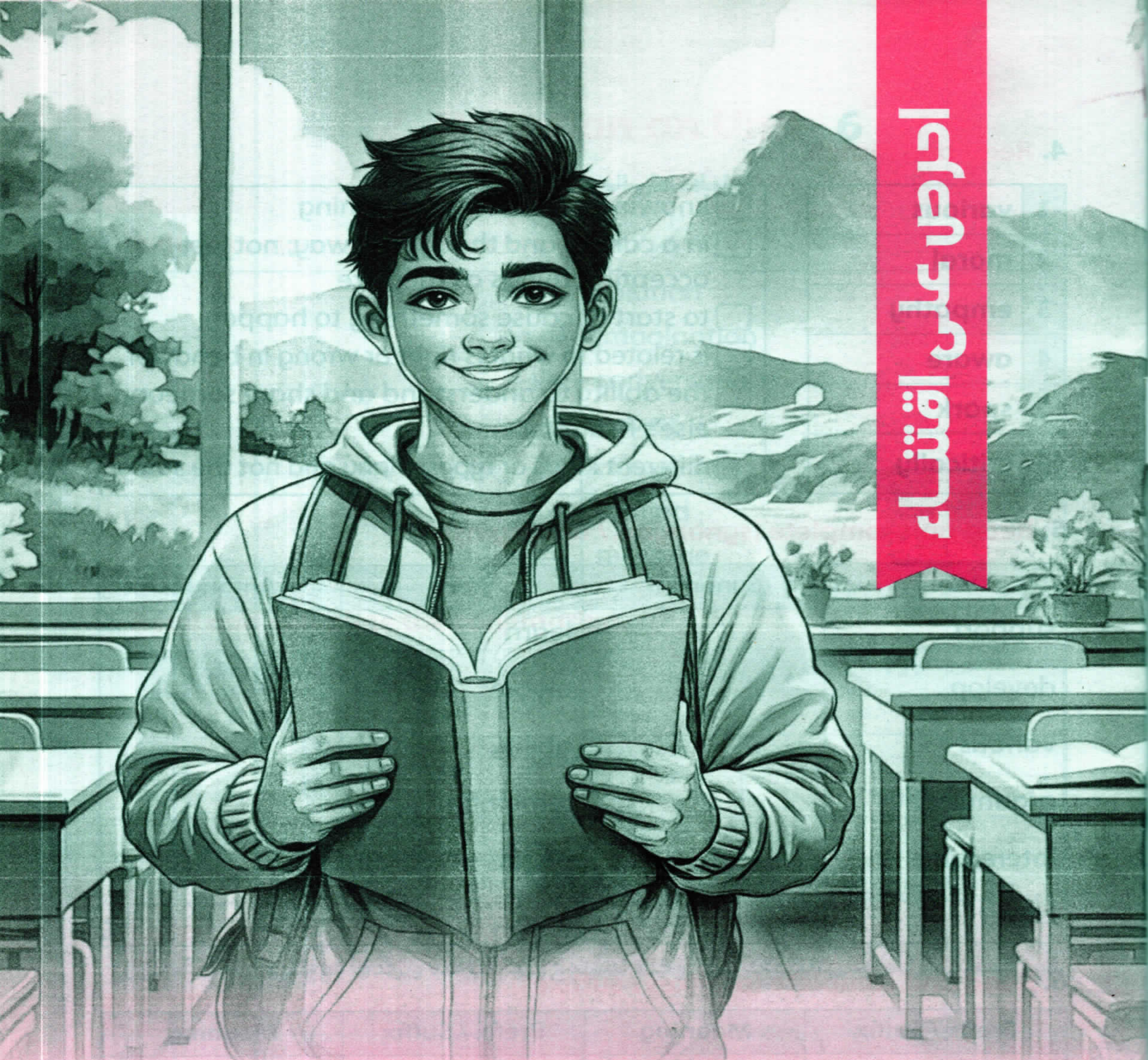
- ☐ knowing or noticing something
- ☐ in a careful and thoughtful way; not just accepting things as they are
- ☐ to start or cause something to happen
- ☐ is related to what is right or wrong in behavior
- ☐ the ability to understand and share someone else's feelings
- ☐ different kinds or types; many and not the same

5. Read and complete (synonyms / antonyms).

Word	Synonym	Word	Antonym
support	....	learn	....
develop	....	aware	....
various	....	ability	....
argument	....	remember	....
interesting	....	begin	....
clever	....	loud	....

6. Read and complete (prefixes / suffixes).

Prefix / Suffix	Meaning	Prefix / Suffix	Meaning
wood	خشبى	fiction	خيالى
interest	مثير	.... courage	لا يشجع / يحبط
luck	محظوظ	.... happy	غير سعيد
proud	بفخر	.... fair	ظالم / غير عادل



EL-MOASSER GUIDE

3rd PREP. 2026

FIRST TERM

English

Master Your Skills

كـــراســـة المعـــاصر
للمهـــارات اللغـــوية

تُصـــرف مجـــانًا مع الكـــتاب

الآن بالمكتبات

المعـــاصر
فى الرياضـــيات
للمرحـــلة الإعـــدادية

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كراسة المعاصر للمراجعة والاختبارات

English

By a group of supervisors

الصف الثالث الإعدادى الفصل الدراسى الأول

A Week Is Enough



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English

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A Week Is Enough



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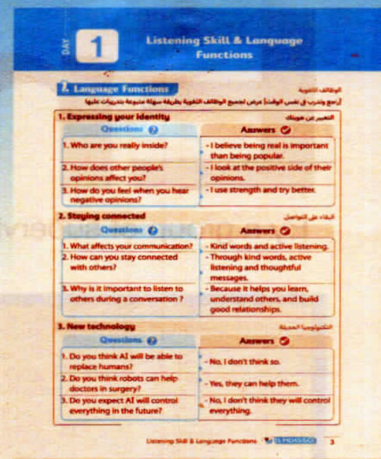
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2026
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A WEEK IS ENOUGH

(الامتحان بين يديك)

مراجعة على المنهج بالكامل
والتمكن منه فى أسبوع واحد فقط



DAYS 1 Listening Skill & Language Functions

1. Language Functions

1. Expressing your identity

Questions	Answers
1. Who are you really inside?	- I believe being real is important than being popular.
2. How does other people's opinions affect you?	- I look at the positive side of their opinions.
3. How do you feel when you hear negative opinions?	- I use strength and try better.

2. Staying connected

Questions	Answers
1. What affects your communication?	- Kind words and active listening.
2. How can you stay connected with others?	- Through kind words, active listening and thoughtful messages.
3. Why is it important to listen to others during a conversation?	- Because it helps you learn, understand others, and build good relationships.

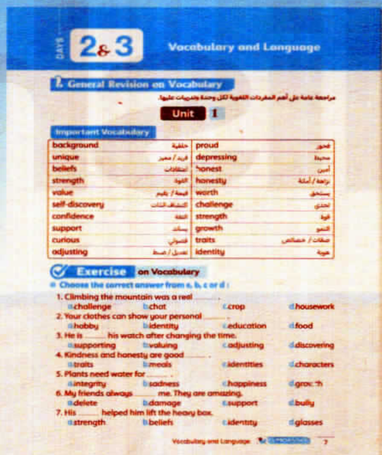
3. New technology

Questions	Answers
1. Do you think AI will be able to replace humans?	- No, I don't think so.
2. Do you think robots can help doctors in surgery?	- Yes, they can help them.
3. Do you expect AI will control everything in the future?	- No, I don't think they will control everything.

اليوم الأول

Listening Skill & Language Functions

- عرض جديد يضمن لك الحصول على أفضل درجة فى سؤال الاستماع الوظائف اللغوية.



DAYS 2 & 3 Vocabulary and Language

1. General Revision on Vocabulary

Unit 1

Important Vocabulary

background	proud
unique	depressing
beliefs	honest
strength	honesty
value	worth
self-discovery	challenge
confidence	strength
support	growth
curious	traits
adjusting	identity

Exercise on Vocabulary

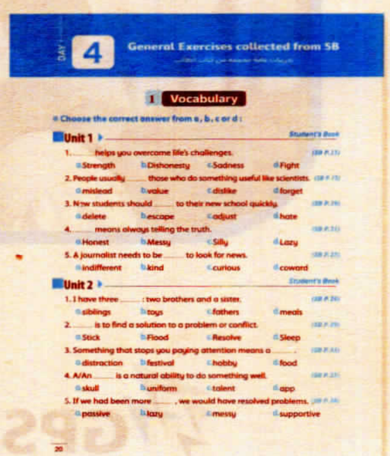
Choose the correct answer from a, b, c or d :

1. Climbing the mountain was a real .... a challenge b chat c crop d housework
2. Your clothes can show your personal .... a hobby b identity c education d food
3. He is .... his watch after changing the time. a supporting b valuing c adjusting d discovering
4. Kindness and honesty are good .... a traits b meals c identities d characters
5. Plants need water for .... a integrity b sadness c happiness d growth
6. My friends always .... me. They are amazing. a delete b damage c support d bully
7. His .... helped him lift the heavy box. a strength b beliefs c identity d glasses

اليوم الثانى والثالث

Vocabulary and Language

- مراجعة على أهم المفردات اللغوية والقواعد اللغوية الهامة التى وردت فى المنهج.



DAY 4 General Exercises collected from SB

1 Vocabulary

Choose the correct answer from a, b, c or d :

Unit 1

1. .... helps you overcome life's challenges. a Strength b Dishonesty c Sadness d Fight
2. People usually .... those who do something useful like scientists. a mislead b value c dislike d forget
3. New students should .... to their new school quickly. a delete b escape c adjust d hate
4. .... means always telling the truth. a Honest b Messy c Silly d Lazy
5. A journalist needs to be .... to look for news. a indifferent b kind c curious d coward

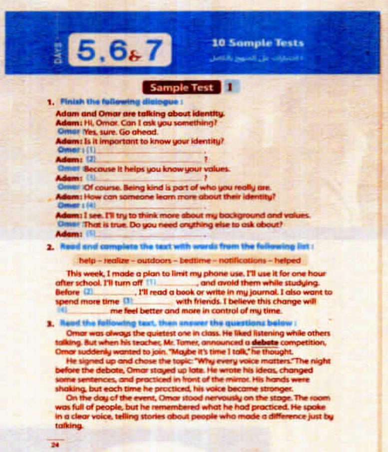
Unit 2

1. I have three .... : two brothers and a sister. a siblings b toys c fathers d meals
2. .... is to find a solution to a problem or conflict. a Stick b Flood c Resolve d Sleep
3. Something that stops you paying attention means a .... a distraction b festival c hobby d food
4. A/An .... is a natural ability to do something well. a skull b uniform c talent d app
5. If we had been more .... , we would have resolved problems. a passive b lazy c messy d supportive

اليوم الرابع

General Exercises collected from SB

- تدريبات عامة مجمعة من كتاب الطالب.



DAYS 5, 6 & 7 10 Sample Tests

Sample Test 1

1. Finish the following dialogue :

Adam and Omar are talking about identity.
Adam: Hi, Omar. Can I ask you something?
Omar: Yes, sure. Go ahead.
Adam: Is it important to know your identity?
Omar: (1) ....
Adam: (2) .... ?
Omar: Because it helps you know your values.
Adam: (3) .... ?
Omar: Of course. Being kind is part of who you really are.
Adam: How can someone learn more about their identity?
Omar: (4) ....
Adam: I see. I'll try to think more about my background and values.
Omar: That is true. Do you need anything else to ask about?
Adam: (5) ....

2. Read and complete the text with words from the following list :

help - realize - outdoors - bedtime - notifications - helped

This week, I made a plan to limit my phone use. I'll use it for one hour after school. I'll turn off (1) .... and avoid them while studying. Before (2) .... , I'll read a book or write in my journal. I also want to spend more time (3) .... with friends. I believe this change will (4) .... me feel better and more in control of my time.

3. Read the following text, then answer the questions below :

Omar was always the quietest one in class. He liked listening while others talking. But when his teacher, Mr. Tamer, announced a debate competition, Omar suddenly wanted to join. "Maybe it's time I talk," he thought.

He signed up and chose the topic: "Why every voice matters." The night before the debate, Omar stayed up late. He wrote his ideas, changed some sentences, and practiced in front of the mirror. His hands were shaking, but each time he practiced, his voice became stronger.

On the day of the event, Omar stood nervously on the stage. The room was full of people, but he remembered what he had practiced. He spoke in a clear voice, telling stories about people who made a difference just by talking.

اليوم الخامس والسادس والسابع

Sample Tests

- نماذج اختبارات على المنهج بالكامل.

DAY 1

Listening Skill & Language Functions

1. Language Functions

الوظائف اللغوية

[راجع وتدرب فى نفس الوقت] عرض لجميع الوظائف اللغوية بطريقة سهلة متبوعة بتدريبات عليها

1. Expressing your identity

التعبير عن هويتك

Questions	Answers
1. Who are you really inside?	- I believe being real is important than being popular.
2. How does other people's opinions affect you?	- I look at the positive side of their opinions.
3. How do you feel when you hear negative opinions?	- I use strength and try better.

2. Staying connected

البقاء على التواصل

Questions	Answers
1. What affects your communication?	- Kind words and active listening.
2. How can you stay connected with others?	- Through kind words, active listening and thoughtful messages.
3. Why is it important to listen to others during a conversation ?	- Because it helps you learn, understand others, and build good relationships.

3. New technology

التكنولوجيا الحديثة

Questions	Answers
1. Do you think AI will be able to replace humans?	- No, I don't think so.
2. Do you think robots can help doctors in surgery?	- Yes, they can help them.
3. Do you expect AI will control everything in the future?	- No, I don't think they will control everything.

4. Managing screen time

إدارة وقت استخدام الشاشات

Questions	Answers
1. What is screen time?	- The time you spend looking at screens.
2. Why is it important to limit screen time?	- Because it can affect our health physically and mentally.
3. What are some healthy activities to balance screen use?	- Take short breaks and do outdoor activities.

5. Think like a designer

فكر كالمصمم

Questions	Answers
1. What does it mean to think like a designer?	- It means caring about people and imagining better solutions.
2. Is it easy to think like a designer?	- Yes, I think so.
3. How can thinking like a designer help people?	- It helps improve the world.

6. The importance of reading stories

أهمية قراءة القصص

Questions	Answers
1. Is reading stories useful?	- Yes, it is very useful.
2. Why is reading stories important?	- Because it can improve the way we think and understand.
3. How can reading stories affect us?	- It can spark our imagination.
4. What do you enjoy most about stories ?	- I enjoy learning from characters' mistakes and discovering new ideas.

2. Exercise on Language Functions

◉ **Finish the following dialogs.**

Model 1

Mariam and Salma are talking about personal identity.

Mariam : Hi Salma! You look happy. Why?

Salma : Hi Mariam ! Yes, I had a great talk with my teacher yesterday.

Mariam : What did you talk about?
Salma : (1) ....
Mariam : Personal identity ! (2) .... ?
Salma : I learned that it's okay to be different from others.
Mariam : What about your family background ?
Salma : (3) ....
Mariam : It's great that your family values hard work.
Salma : (4) .... ?
Mariam : My family does this, too. I think we should focus on our strengths.
Salma : (5) ....

Model 2

Ayman and Ashraf are talking about staying connected.
Ayman : What are you doing?
Ashraf : I am reading an article.
Ayman : (1) .... ?
Ashraf : It's about how to stay connected.
Ayman : Is it important to stay connected with others?
Ashraf : (2) ....
Ayman : (3) .... ?
Ashraf : We can stay connected by listening carefully.
Ayman : Is communication just about speaking?
Ashraf : (4) ....
Ayman : I think strong communication creates stronger relations.
Ashraf : (5) ....

Model 3

Hala and Sama are talking about new technology.
Hala : Hi Sama ! What is this project about?
Sama : Hi Hala ! (1) ....
Hala : (2) .... ?
Sama : I use technology twice a day.
Hala : (3) .... ?
Sama : No, I don't think AI will replace humans.
Hala : Do you think robots can help doctors in surgery?
Sama : (4) ....
Hala : I expect that AI will control everything.
Sama : (5) ....

DAY 1

Model 4

Basant and Salma are debating about screen time.

Basant : Can I ask you a few questions?
Salma : (1) ....
Basant : (2) .... ?
Salma : Screen time means the time we spend on screens.
Basant : How long should we stay on screens?
Salma : (3) ....
Basant : Only two hours! Does screen time affect us?
Salma : (4) ....
Basant : (5) .... ?
Salma : We should balance screen time with physical activity.

Model 5

Hani is buying a new laptop at the shop.

Shop Assistant : Good morning. Can I help you ?
Hani : Yes, please. I want to buy a new laptop.
Shop Assistant : (1) .... ?
Hani : I need it for school and watching videos.
Shop Assistant : (2) ....
Hani : That sounds good. How much is it ?
Shop Assistant : (3) ....
Hani : That's a bit high. Do you have anything cheaper ?
Shop Assistant : Yes, this one is on sale. (4) .... ?
Hani : I like it. I will take it.
Shop Assistant : (5) ....

Model 6

Rana and Dalia are talking during break time.

Rana : I love reading short stories.
Dalia : (1) .... ?
Rana : Because they are fun and help me learn lessons.
Dalia : That's right. When do you usually read ?
Rana : (2) ....
Dalia : What was the last short story you read ?
Rana : I read one yesterday about a clever fox and a crow.
Dalia : (3) .... ?
Rana : Yes, I enjoyed reading it. What about you ?
Dalia : (4) ....
Rana : I think drawing is fun, too.
Dalia : (5) ....

DAYS **2 & 3** Vocabulary and Language

1. General Revision on Vocabulary

مراجعة عامة على أهم المفردات اللغوية لكل وحدة وتدريبات عليها.

Unit 1

Important Vocabulary

background	خلفية	proud	فخور
unique	فريد / مميز	depressing	محبط
beliefs	اعتقادات	honest	أمين
strength	القوة	honesty	نزاهة / أمانة
value	قيمة / يقيم	worth	يستحق
self-discovery	اكتشاف الذات	challenge	تحدي
confidence	الثقة	strength	قوة
support	يساند	growth	النمو
curious	فضولي	traits	صفات / خصائص
adjusting	تعديل / ضبط	identity	هوية

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

1. Climbing the mountain was a real ....
   a. challenge b. chat c. crop d. housework
2. Your clothes can show your personal ....
   a. hobby b. identity c. education d. food
3. He is .... his watch after changing the time.
   a. supporting b. valuing c. adjusting d. discovering
4. Kindness and honesty are good ....
   a. traits b. meals c. identities d. characters
5. Plants need water for ....
   a. integrity b. sadness c. happiness d. growth
6. My friends always .... me. They are amazing.
   a. delete b. damage c. support d. bully
7. His .... helped him lift the heavy box.
   a. strength b. beliefs c. identity d. glasses

Unit 2

Important Vocabulary

siblings	أشقاء	distraction	تشويش - تشتت
respectful	محترم	frustrated	محبط
resolve	يحل	gesture	إشارة
supportive	داعم / مساند	silence	هدوء / صمت
conflict	صراع	skills	مهارات
bond	رباط	determination	تصميم / عزيمة
courage	الشجاعة	honesty	أمانة
communication	اتصال	talent	موهبة
solutions	حلول	misunderstanding	سوء الفهم
awkward	محرج / غير ملائم	meaningful	ذو معنى / له مغزى

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

1. Basant has a great .... for painting. She draws very well.
   a. skull b. talent c. problem d. weather
2. .... is when you tell the truth and don't tell lies.
   a. Distraction b. Skill c. Frustration d. Honesty
3. Ali felt .... because he couldn't solve the question.
   a. relaxed b. happy c. cheerful d. frustrated
4. She made a kind .... by giving me a thumbs-up.
   a. gift b. recipe c. gesture d. meal
5. With strong .... , Naglaa trained every day and won the race.
   a. silence b. distraction
   c. determination d. glasses
6. The story was .... It helped me understand something important.
   a. boring b. short c. meaningful d. funny
7. There was a/an .... between Mona and her friend. They didn't understand each other.
   a. celebration b. misunderstanding
   c. agreement d. compliment

Unit 3

Important Vocabulary

Artificial Intelligence (AI)	الذكاء الاصطناعي	compose	يؤلف
tasks	مهام	customize	يخصص / يعدل
behavior	سلوك	shiny	لامع
humans	البشر	confused	مرتبك
emotions	عواطف	connection	اتصال
limits	حدود	instantly	على الفور
advanced	متقدم / متطور	feedback	تغذية راجعة / ملاحظات
improve	يحسن	donations	تبرعات
innovation	ابتكار	climate	المناخ
creative	مبدع	initiative	مبادرة

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

1. There is a strong .... between the two sisters.
   a. connection b. machine
   c. correction d. transportation
2. The mirror was very clean and ....
   a. dark b. dirty c. boiling d. shiny
3. .... often work together and live in groups.
   a. Tasks b. Skills c. Cars d. Humans
4. Robots don't have real .... like humans.
   a. hands b. emotions c. wires d. jobs
5. .... helps machines think and solve problems like humans.
   a. Climate b. Artificial Intelligence
   c. Emotion d. Music
6. I want to .... a message to thank my friends.
   a. delete b. sell c. forget d. compose
7. We all have different .... to finish today.
   a. clocks b. tasks c. snails d. shoes

Unit 4

Important Vocabulary

screen time	وقت استخدام الشاشة	smart	ذكي / عصري
useful	مفيد	focused	مركز / منتبه
experts	خبراء	distraction	تشويش
balance	توازن	notifications	إشعارات / تنويهات
mentally	عقلياً	stressed	مضغوط - متوتر
physical	بدني	shocked	مصدوم
entertainment	تسلية	leader	قائد
side effects	آثار جانبية	fertilizers	أسمدة
recommend	يوصي بـ	responsibility	مسؤلية
amount	كمية	eco-friendly	صديق للبيئة

Exercise on Vocabulary

Choose the correct answer from a, b , c or d :

1. We should use .... bags instead of plastic ones.
   a. eco-friendly b. dirty c. polluted d. expensive
2. Practicing a sport is good for your .... health.
   a. dirty b. stressful c. physical d. shocking
3. My phone has many things that cause .... while I'm studying.
   a. leadership b. distractions c. meals d. bones
4. My sister is a/an .... in computer science.
   a. reader b. feather c. expert d. experiment
5. I feel very .... when I have too much homework.
   a. friendly b. stressed c. hungry d. funny
6. Too much .... can hurt your eyes and make you tired.
   a. food b. water c. screen time d. entertainment
7. He was .... during the exam and didn't look up once.
   a. focused b. messy c. silly d. thirsty

Unit 5

Important Vocabulary

schedule	جدول مواعيد	feelings	مشاعر
creativity	ابداع	agriculture	الزراعة
prototype	نموذج أولي	dedicated	مخلص
solutions	حلول	trust	ثقة
stylish	عصري	trash	قمامة
relationship	علاقة	perfect	مثالي
practical	عملي	fix	يصلح
complex	معقد	make sense	ذو معنى / منطقي
ideation	توليد الأفكار	process	عملية
brainstorm	العصف الذهني / يبتكر أفكار	practical	عملي

Exercise on Vocabulary

Choose the correct answer from a, b , c or d :

1. The students' .... helped Adam design a new toy.
   a. sadness b. unkindness c. creativity d. skulls
2. Egypt depends on .... for food and farming.
   a. agriculture b. tourism c. math d. trade
3. The team designed a small .... before making the final product.
   a. trash b. prototype c. storm d. drought
4. Mrs. Amira is a .... teacher who always helps her students.
   a. lazy b. noisy c. messy d. dedicated
5. Can you help me .... the broken chair?
   a. fix b. feed c. break d. damage
6. I wrote my weekly .... on the board to remember my tasks.
   a. schedule b. feelings c. eyes d. shops
7. We need smart .... to reduce pollution.
   a. goats b. rocks c. solutions d. eyes

Unit 6

Important Vocabulary

moral	درس مستفاد	elements	عناصر
conflict	صراع	forest	غابة
empathy	تعاطف	adventure	مغامرة
spark	يحفز - يثير	folk	شعبي
aware	واعٍ / مدرك	historical	تاريخي
characters	شخصيات	council	مجلس
various	متنوع	honest	أمين
debate	جدال	ambition	طموح
stuck	عالق	symbol	رمز
unfair	غير عادل / ظالم	power	قوة

Exercise on Vocabulary

Choose the correct answer from a, b, c or d :

1. The main .... in the story were a clever fox and a lazy bear.
   a. morals b. characters c. sticks d. shops
2. The city .... meets every week to talk about new plans.
   a. water b. trash c. council d. garden
3. The library has .... kinds of books, from fiction to science.
   a. various b. unfair c. lazy d. juicy
4. Hala is always .... and tells the truth.
   a. dishonest b. silly c. honest d. terrible
5. We had a class .... about school uniforms.
   a. swimming b. debate c. forest d. rock
6. There was a flood, so we were .... and couldn't move.
   a. stuck b. happy c. fair d. delighted
7. The flag is a .... of national pride.
   a. fork b. shark c. symbol d. reader

2. General Revision on Language in use

مراجعة على أهم القواعد اللغوية لكل وحدة وتدريبات عليها.

Unit 1

The Present Perfect Tense زمن المضارع التام

1 Active المبنى للمعلوم

Formation التكوين

I, We, You, They, اسم جمع	→	have	+ p.p. التصريف الثالث
He, She, It, اسم مفرد	→	has	

ex. - He has travelled to Sinai. - I have visited the museum.

2 Passive المبنى للمجهول

Object المفعول + have / has + been + p.p. .....

ex. - Tourists have visited the Pyramids.
- The Pyramids have been visited by tourists.

Key words كلمات دالة

غالبًا ما يأتى المضارع التام مع هذه الكلمات :

just حالاً/توًا	never أبدًا	yet حتى الآن	for لمدة
already بالفعل	ever من قبل	since منذ	

Exercises on Language in use

1. Choose the correct answer from a, b, c or d:

1. She has .... the glass by mistake.
   a. break b. broke c. breaks d. broken
2. Has the door .... painted?
   a. be b. been c. being d. to been
3. They have stayed in Cairo .... 2022.
   a. since b. for c. ago d. in
4. A new hospital .... been built by them.
   a. have b. has c. are d. were

2. Complete the sentences with the correct form of the word(s) in brackets :

1. I have lived in Luxor .... **(since)** a year.
2. Have you done your homework .... **(ever)**? How amazing!
3. A cake .... **(has made)** by my mother.
4. Has Dina .... **(never)** visited the Cairo Tower?

Unit 2

The Third Conditional الحالة الشرطية الثالثة

Formation التكوين

If + subj. فاعل + $\frac{\text{had}}{\text{hadn't}}$ (past perfect) + p.p. , subj. فاعل + $\frac{\text{would}}{\text{wouldn't}}$ have + p.p.

تستخدم لتوضيح موقف تخيلى ونتيجة مختلفة كانت يمكن أن تحدث لكنها لم تحدث.

ex. - If I had studied harder, I would have passed the test.
- If they hadn't slept early, they wouldn't have missed their flight.

Exercises on Language in use

1. Choose the correct answer from a, b, c, or d:

1. If I .... hard, I'd have passed the exam.
   a. study b. studied c. had studied d. studies
2. If she had left earlier, she would .... the bus.
   a. catch b. caught c. have caught d. has caught
3. If you had driven slower, you wouldn't .... an accident.
   a. have had b. had c. have d. has
4. .... she had called me, I would have helped her.
   a. If b. Who c. How d. Whether

2. Complete the sentences with the correct form of the word(s) in brackets :

1. If she .... **(take)** the medicine, she would have felt better.
2. If I .... **(had)** time, I would have visited you.
3. If it had rained, he would .... **(has)** stayed at home.
4. If he had driven carefully, he .... **(would)** have hit the girl.

The Future Simple : Active & Passive
زمن المستقبل البسيط فى صيغة المبنى للمعلوم والمبنى للمجهول

Future Simple Passive

The Future simple passive is used to describe actions that will be done by someone in the future

◀ يستخدم زمن المستقبل البسيط فى صيغة المبنى للمجهول لوصف احداث سوف يتم القيام بها عن طريق شخص ما فى زمن المستقبل.

Form	Active صيغة المبنى للمعلوم	Passive صيغة المبنى للمجهول
Affirmative الإثبات	Subject الفاعل + will + inf. ..... . **ex.** He will plant trees.	Obj. المفعول + will + be + p.p. .. . **ex.** Trees will be planted (by him).
Negative النفى	Subject الفاعل + won't + inf. ..... . **ex.** They won't use AI to fix cars.	Obj. المفعول + won't + be + p.p. .. . **ex.** AI won't be used to fix cars.
Yes / No Q. السؤال بـ (هل)	Will + subject الفاعل + inf. ..... ? **ex.** Will people use electric cars in the future ?	Will + obj. المفعول + be + p.p. .. ? **ex.** Will self-driving cars be used in the future ?
Wh - Q. السؤال بأداة استفهام	Q.W. + will + subject الفاعل + inf. ..? **ex.** When will she do the surgery?	Q.W. + will + obj. المفعول + be + p.p. ..? **ex.** When will the surgery be done (by her) ?

Exercises on Language in use

1. Choose the correct answer from a, b, c or d:

1. Our homework .... by the teacher tomorrow.
   a. checks b. checked c. will be checked d. will check

2. A new park will .... in our area next year.
a. build b. built c. be built d. builds
3. Dinner will be .... at 7 o'clock tonight.
a. serve b. serves c. serving d. served
4. The emails .... posted after the event.
a. will b. will be c. will been d. will being

2. Complete the sentences with the correct form of the word(s) in brackets :

1. The meal will be .... **(eat)** at 2 o'clock.
2. The students .... **(will chosen)** for the trip.
3. Will the prize .... **(give)** to the winner?
4. Books will .... **(deliver)** to the students.

Unit 4

1. must/mustn't يجب أن / يجب ألا

Subject الفاعل + must / mustn't + inf.

تستخدم (must) للحديث عن الأشياء التى من الضرورى القيام بها وتستخدم (mustn't) للحديث عن الأشياء المحظور فعلها أو غير مسموح بها.

ex. - You must follow traffic rules.
- You mustn't park here. It's not allowed.

2. "should & shouldn't" ينبغي أن / ينبغي ألا

Subject فاعل + should ينبغي أن + inf. مصدر الفعل .

تستخدم (should / shouldn't) للحديث عن أشياء من الجيد فعلها أو من الجيد تجنبها

ex. - You should plan your day.
- You shouldn't spend too much time on screens.

3. can / can't يستطيع / لا يستطيع

Subject الفاعل + can / cannot (can't) + inf. مصدر الفعل.

ex. - They can speak English fluently. - I can't play football.
- Can I borrow your bike ? - Sure you can borrow my bike.

4. Connectors

While/Although / Even though:

* We use "While / Although / Even though" for contrast.

نستخدم (While / Although / Even though) للتعبير عن التناقض

ex. - Although social media is useful, it can waste your time.

On one hand / on the other hand:

* We use On one hand / On the other hand for balance.

نستخدم (on one hand) و (on the other hand) للتعبير عن التوازن

ex. - On one hand social media helps students know a lot of things.
- On the other hand, social media can waste time.

Exercises on Language in use

1. Choose the correct answer from a, b, c or d:

1. You .... wear your seat belt while driving. It is a rule.
   a. shouldn't b. must c. mustn't d. can't
2. We .... eat more fruit and vegetables.
   a. should b. shouldn't c. mustn't d. doesn't
3. .... it was cold, we swam in the sea.
   a. Although b. Because c. But d. Because of
4. .... one hand, technology is useful. On the other hand, it wastes time.
   a. In b. On c. At d. With

2. Complete the sentences with the correct form of the word(s) in brackets :

1. Students .... **(must)** speak during the exam.
2. On one hand, social media helps us. On the .... **(another)** hand, it has disadvantages.
3. You look tired. You .... **(shouldn't)** go to bed early.
4. .... **(Because)** he was lazy, he passed the exam.

Unit 5

"Imperative" أسلوب الأمر

Imperatives are commands we give to others

جمل الأمر هى أوامر نعطيها للآخرين

1 Positive Imperatives. جمل الأمر المثبت

Inf. مصدر الفعل + باقى الجملة.

- They tell someone to do something و تطلب من الشخص فعل شئ ما

ex. Organize your time to have a successful life.

2 Negative Imperatives. جمل الأمر المنفى

Don't + **inf.** مصدر الفعل + باقى الجملة.

Never + **inf.** مصدر الفعل + باقى الجملة.

- They tell someone not to do something.

و تطلب من الشخص عدم القيام بشئ ما

ex. Don't focus on the negative point of view.

Exercises on Language in use

1. Choose the correct answer from a, b, c or d:

1. .... the window, please.
   a. Open b. Opens c. Opened d. Opening
2. .... come late again.
   a. Doesn't b. Isn't c. Aren't d. Never
3. Don't .... too much time on social media.
   a. spends b. spending c. spend d. spent
4. .... help the poor and the needy.
   a. Never b. Always c. Don't d. Doesn't

2. Complete the sentences with the correct form of the word(s) in brackets :

1. Don't .... **(been)** lazy and try to work hard.
2. .... **(Listens)** carefully to your teacher.
3. .... **(Doesn't)** stay up late to be aware.
4. .... **(Not forget)** your homework or the teacher will be angry.

Unit 6

Reported Speech : الكلام المباشر

– الكلام المباشر "Direct Speech" هو الكلام الذى يأتى على لسان أحد ما مباشرة أو نصًا ويكون الكلام موضوعًا بين علامتى تنصيص "....." :

- "I am ill", said Ali.

– الكلام الغير مباشر "Reported Speech" هو الكلام الذى ينقله شخص ما عن شخص آخر، ولا يوضع الكلام غير المباشر بين علامتى تنصيص :

- Ali said (that) he was ill.

▶ Statement : الجملة الخبرية :

Speaker المتحدث	فعل القول	(that)	subject الفاعل	past simple فعل ماضى	باقى الجملة
Ali	said / reported told + object مفعول	that	he	was	ill.
↓ الشخص الذى قال الكلام المباشر		↓ يمكن حذفها	↓ يتم تحويل الضمائر بما يتناسب مع المتكلم والمخاطب	↓ يتحول الزمن الى الأبعد	

- تحويل فعل القول كالتالى :

say / says ←تبقى كما هي— "say / says"

said ←تبقى كما هى— "said"

say to / says to ←تحول إلى— "tell / tells"

said to ←تحول إلى— "told"

➘ **said** لا يأتى بعدها مفعول

ex. - Ali said, "I like rice." ⟶ Ali said that he liked rice.

➘ **told** لابد أن يأتى بعدها مفعول

ex. - " I like rice." Ali said to me. ⟶ Ali told me that he liked rice.

- تحذف الأقواس وتربط بكلمة that ويمكن حذفها

- يمكن تحويل فعل القول إلى الكلمات الاتية ولا يأتي بعدهم مفعول promised / explained / admitted

ex. - The owner explained (that) there would be over 100 new jobs.

Exercises on Language in use

1. Choose the correct answer from a, b, c or d:

1. She said that she .... tired.
   a. is b. were c. has been d. was
2. Basant .... me that she had won the prize.
   a. tells b. told c. says d. said
3. He said that they were playing football ....
   a. now b. this c. then d. here
4. He told me that he .... a mobile the week before.
   a. buy b. buys c. had bought d. buying

2. Complete the sentences with the correct form of the word(s) in brackets :

1. She said that she .... **(will)** go to the party.
2. They .... **(said)** me that Ali had left.
3. He said he .... **(can)** solve the problem.
4. Ayman said that he was eating lunch .... **(now)**.

DAY 4

General Exercises collected from SB

تدريبات عامة مجمعة من كتاب الطالب

1 Vocabulary

Choose the correct answer from a, b, c or d :

Unit 1 — *Student's Book*

1. ………… helps you overcome life's challenges. (SB P. 15)
   a. Strength b. Dishonesty c. Sadness d. Fight
2. People usually ………… those who do something useful like scientists. (SB P. 15)
   a. mislead b. value c. dislike d. forget
3. New students should ………… to their new school quickly. (SB P. 19)
   a. delete b. escape c. adjust d. hate
4. ………… means always telling the truth. (SB P. 21)
   a. Honest b. Messy c. Silly d. Lazy
5. A journalist needs to be ………… to look for news. (SB P. 25)
   a. indifferent b. kind c. curious d. coward

Unit 2 — *Student's Book*

1. I have three ………… : two brothers and a sister. (SB P. 29)
   a. siblings b. toys c. fathers d. meals
2. ………… is to find a solution to a problem or conflict. (SB P. 29)
   a. Stick b. Flood c. Resolve d. Sleep
3. Something that stops you paying attention means a ………… . (SB P. 33)
   a. distraction b. festival c. hobby d. food
4. A/An ………… is a natural ability to do something well. (SB P. 35)
   a. skull b. uniform c. talent d. app
5. If we had been more ………… , we would have resolved problems. (SB P. 38)
   a. passive b. lazy c. messy d. supportive

Unit 3 ▸ Student's Book

1. ………… means very modern, developed, or complex; not basic. (SB P. 43)
   a. Ancient b. Old c. Advanced d. Slow
2. Jobs or actions that need to be done are ………… . (SB P. 43)
   a. answers b. tasks c. tusks d. texts
3. AI reduces human ………… . (SB P. 44)
   a. mirrors b. errors c. meals d. cars
4. "Confused" means feeling "unsure" or ………… . (SB P. 47)
   a. certain b. organized c. funny d. puzzled
5. AI doesn't have real ………… . (SB P. 51)
   a. feelings b. tasks c. jobs d. missions

Unit 4 ▸ Student's Book

1. A person who knows a lot about something is a/an ………… . (SB P. 61)
   a. expert b. enemy c. sailor d. carpenter
2. Egypt is working on smart ………… like the Monorail. (SB P. 62)
   a. exams b. crops c. projects d. hobbies
3. The word "stressed" is the opposite of "…………". (SB P. 64)
   a. worried b. relaxed c. angry d. nervous
4. The Egyptians are ………… of their glorious past. (SB P. 66)
   a. natural b. proud c. eco-friendly d. fertile
5. Sama faces problems and ………… solutions. (SB P. 66)
   a. finds b. solves c. resolves d. takes

Unit 5 ▸ Student's Book

1. Her new outfit was very ………… and comfortable. (SB P. 74)
   a. stylish b. silly c. messy d. noisy
2. A ………… is a simple model of a design. (SB P. 74)
   a. photographer b. relationship c. pipe d. prototype
3. ………… means brainstorming or coming up with ideas. (SB P. 75)
   a. Ideation b. Fishing c. Flying d. Shopping

4. I .... my friends. I always ask them for advice. (SB P. 79)

a. teach b. trust c. copy d. blame

5. A series of steps or actions taken to achieve something means .... (SB P. 81)

a. process b. transportation
c. flood d. sailing

Unit 6 ▸ Student's Book

1. Knowing or noticing something means being .... of it. (SB P. 87)

a. unkind b. aware c. helpless d. rich

2. To start or cause something to happen is to .... (SB P. 87)

a. spell b. stop c. finish d. spark

3. .... is bravery to do something new or scary. (SB P. 93)

a. Laziness b. Sadness c. Quietness d. Courage

4. A symbol is a .... of something. (SB P. 93)

a. wife b. sibling c. sign d. site

5. A hungry dog was .... to find a tasty bone. (SB P. 96)

a. sad b. angry c. messy d. lucky

2 Language in use

◎ Complete the sentences with the correct form of the word(s) in brackets :

Unit 1 ▸ Student's Book

1. I .... **(not see)** that movie yet. (SB P. 17)
2. The lesson .... **(has explained)** by our teacher. (SB P. 17)
3. We .... **(read)** three chapters already. (SB P. 17)
4. The museum .... **(has visited)** by many tourists. (SB P. 17)

Unit 2 ▸ Student's Book

1. If it had rained, we .... **(not / go)** out. (SB P. 31)
2. If we .... **(leave)** earlier, we would have caught the bus. (SB P. 31)
3. By the time the police arrived, the thieves .... **(disappear)**. (SB P. 31)
4. If Ahmed .... **(study)** more, he would have passed the exam. (SB P. 31)

Unit 3 ▸ *Student's Book*

1. The exam papers will .... **(check)** by the teacher. *(SB P. 45)*
2. Father .... **(fix)** his car tomorrow. *(SB P. 45)*
3. We will .... **(used)** driverless cars. *(SB P. 45)*
4. Our essays will .... **(return)** next week. *(SB P. 95)*

Unit 4 ▸ *Student's Book*

1. You .... **(mustn't)** use a strong password. *(SB P. 63)*
2. We .... **(shouldn't)** help elderly people. *(SB P. 63)*
3. .... **(Because)** it is useful, it sometimes has a lot of disadvantages. *(SB P. 63)*
4. .... **(In)** the other hand, it can be hard to focus at home. *(SB P. 63)*

Unit 5 ▸ *Student's Book*

1. Don't .... **(been)** afraid of cats. They're cute. *(SB P. 76)*
2. Never .... **(tries)** smoking. It's harmful. *(SB P. 76)*
3. .... **(Doesn't)** judge ideas during brainstorming. *(SB P. 76)*
4. .... **(Do)** open the window. It's cold outside. *(SB P. 76)*

Unit 6 ▸ *Student's Book*

1. Omar said that you .... **(look)** really calm during the class debate. *(SB P. 89)*
2. Ali told Omar that, during the debate, someone strongly agreed with .... **(me)**. *(SB P. 89)*
3. Ayman .... **(said)** Rodayna she could go shopping. *(SB P. 89)*
4. Hana said that she .... **(is)** studying science then. *(SB P. 89)*

Sample Test 1

1. Finish the following dialogue :

Adam and Omar are talking about identity.

Adam: Hi, Omar. Can I ask you something?

Omar : Yes, sure. Go ahead.

Adam: Is it important to know your identity?

Omar : (1) ....

Adam: (2) .... ?

Omar : Because it helps you know your values.

Adam: (3) .... ?

Omar : Of course. Being kind is part of who you really are.

Adam: How can someone learn more about their identity?

Omar : (4) ....

Adam: I see. I'll try to think more about my background and values.

Omar : That is true. Do you need anything else to ask about?

Adam: (5) ....

2. Read and complete the text with words from the following list :

help – realize – outdoors – bedtime – notifications – helped

This week, I made a plan to limit my phone use. I'll use it for one hour after school. I'll turn off (1) ...., and avoid them while studying. Before (2) ...., I'll read a book or write in my journal. I also want to spend more time (3) .... with friends. I believe this change will (4) .... me feel better and more in control of my time.

3. Read the following text, then answer the questions below :

Omar was always the quietest one in class. He liked listening while others talking. But when his teacher, Mr. Tamer, announced a **debate** competition, Omar suddenly wanted to join. "Maybe it's time I talk," he thought.

He signed up and chose the topic: "Why every voice matters." The night before the debate, Omar stayed up late. He wrote his ideas, changed some sentences, and practiced in front of the mirror. His hands were shaking, but each time he practiced, his voice became stronger.

On the day of the event, Omar stood nervously on the stage. The room was full of people, but he remembered what he had practiced. He spoke in a clear voice, telling stories about people who made a difference just by talking.

When he finished, the room was quiet and then everyone clapped loudly. Mr. Tamer smiled and said, "You found your voice, Omar."

After that day, Omar wasn't just the quiet boy. He became the student who was brave enough to speak in a debate.

a Choose the correct answer from a, b , c or d :

1. After the event Omar became .... to speak in a debate.
   a. weak b. brave c. lazy d. silly
2. The underlined word "**debate**" means ....
   a. festival b. discussion c. hobby d. crop
3. When Omar finished talking, everyone ....
   a. cried b. died c. clapped d. screamed

b Answer the following questions :

4. What topic did Omar choose for his debate?
   ....
5. How did Omar prepare for the debate?
   ....
6. What lesson can you learn from Omar's experience?
   ....

4. Choose the correct answer from a, b, c or d :

1. To be worthy of something because of what you did means ....
   a. deserve b. entertain c. customize d. create
2. .... is the ability to do something different or when you are not afraid.
   a. Misunderstanding b. Compose
   c. Sadness d. Courage
3. Nour felt pressure from social media to change herself. The synonym of "pressure" is "............".
   a. strength b. stress c. fun d. success
4. We use the prefix "............" to get the opposite of "active".
   a. re- b. in- c. en- d. mis-
5. Too much .... can hurt your eyes.
   a. food b. water c. screen time d. entertainment
6. The heart is a symbol of love and kindness in many cultures. The word "symbol" here means ....
   a. a shape with no meaning
   b. a number
   c. something that stands for an idea
   d. a type of plant

5. **Complete the sentences with the correct forms of the word(s)in brackets :**

1. They .... **(just/ finish)** the school project.
2. If Nader .... **(study)** more, he would have passed the exam.
3. You shouldn't .... **(making)** noise in the hospital.
4. This project will be .... **(finish)** next Friday.
5. He said that he .... **(love)** reading short stories.

6. **Rewrite the following sentences using the words in brackets :**

1. She said to me, "I have won a prize." (told)

....

2. They have lived in Aswan since 2020. (for)

....

7. **Story :**

a Choose the correct answer from a, b, c or d :

1. The team worked together to .... their problems.
   a. create b. make c. solve d. play
2. The students became a team with a shared ....
   a. purpose b. meal c. farm d. factory

b Complete the sentence using the words in the box :

trust - dislike - accept - make

1. When you are leading a group, you should .... mistakes.
2. Being honest helps people .... you.

8. **Write ONE HUNDRED and TEN (110) words on the following :**

"A short paragraph about the importance of communication"

....
....
....
....

Sample Test 2

1. **Finish the following dialogue :**

Laila and Salma are talking about self-discovery.

Laila : Hi, Salma. Can you help me understand something?
Salma : Yes, of course. We are close friends. Go ahead.
Laila : Do you think self-discovery is important?
Salma : (1) ....
Laila : (2) .... ?
Salma : Because it helps me understand my strengths and weaknesses.
Laila : (3) .... ?

Salma : Yes, I believe trying new things helps us learn more about ourselves.

Laila : How can I start discovering myself?

Salma : (4) ....

Laila : That's helpful. I'll try to spend more time thinking and exploring.

Salma : You are a hero and I am sure (5) ....

2. Read and complete the text with words from the following list :

limits – from – factory – robot – advanced – out

Many people think robots and Artificial Intelligence are the same, but they are not. A (1) .... is a machine that can move and do tasks. Some are simple, like machines in a (2) .... Others, like robot dogs, are more (3) .... AI is the brain inside a robot. It helps robots learn actions and make smart decisions. We can get the best (4) .... of AI by using it wisely and thinking about the future.

3. Read the following text, then answer the questions below :

Getting enough sleep is just as important as eating healthy food or exercising. When you sleep well, your body and brain get the rest they need. Students who sleep 8 to 10 hours at night usually do better at school. They focus more, remember things clearly, and feel happier. On the other hand, not sleeping enough can cause many problems. You may feel tired all day, forget your homework, or even feel upset for no reason.

Many things can help improve your sleep. You should go to bed and wake up at the same time every day. Avoid using your phone or watching TV before sleeping. A quiet and dark room also helps. If you sleep well, you will wake up fresh and ready for the day. Sleep gives your mind and body the power to grow, stay **strong**, and enjoy life.

a Choose the correct answer from a, b , c or d :

1. .... is important for students to do better.
   a. Fight b. Bullying c. Sleep d. Farming
2. The underlined word "**strong**" is the opposite of ....
   a. weak b. delighted c. noisy d. brave
3. If you sleep well, you will wake up ....
   a. hard b. spicy c. messy d. fresh

b Answer the following questions :

4. What are some benefits of getting 8 to 10 hours of sleep?

   ....

5. What should students avoid doing before bedtime?

   ....

6. In your opinion, how can sleep affect a student's daily life?

   ....

4. Choose the correct answer from a, b, c or d :

1. Producing or using unusual ideas is known as ....
   a. expert b. connected c. limited d. creative
2. Not easily distracted can be described as ....
   a. focused b. frustrated c. dedicated d. practical
3. Robots can be helpful in schools and hospitals. The antonym of "helpful" is ....
   a. useful b. kind c. harmful d. polite
4. We add the suffix "............" to get the noun from the adjective "happy".
   a. -ly b. -ment c. -ness d. -er
5. The firefighter was courageous when he entered the burning house to save the child. The word "courageous" here means ....
   a. very tired b. brave and not afraid
   c. angry and loud d. fast and strong
6. Her ambition is to become a doctor and help people around the world. The word "ambition" here means ....
   a. a dream or strong goal b. a fun game
   c. a small gift d. a kind action

5. Find the mistakes in the following sentences and correct them :

1. Ayman said Rodayna she could go shopping. (............)
2. That movie hasn't be seen yet. (............)
3. If we have gone to the museum, we would have see the new exhibition. (............)
4. Students mustn't come to school on time. (............)
5. The test will been corrected by the teacher. (............)

6. Rewrite the following sentences using the words in brackets :

1. They will use the smartboard in class. (be)
   ....
2. She has cooked our meal. (Our meal)
   ....

7. Story :

a Choose the correct answer from a, b, c or d :

1. The garden began to produce .... tomatoes, lettuce and flowers.
   a. salty b. old c. terrible d. fresh
2. Student showed .... to the environment.
   a. hatred b. respect c. money d. eyes

b Answer the following questions :

1. Why is it important to accept mistakes when you're leading a group ?
   ....

2. What did Zeina realize about honesty and leadership ?

....

8. **Write ONE HUNDRED and TEN (110) words on the following :**

"A descriptive paragraph about the benefits of AI in the future"

....

....

....

Sample Test 3

1. **Finish the following dialogue :**

Nour and Hana are talking about reading stories.

Nour : Hi, Hana. I always see you with a book in your hand.

Hana : Sure, I love reading in general.

Nour : Do you enjoy reading short stories?

Hana : (1) ....

Nour : (2) .... ?

Hana : Because they help me learn new words and ideas.

Nour : (3) .... ?

Hana : Yes, I think stories teach us important lessons.

Nour : How many short stories have you read?

Hana : (4) ....

Nour : That's great. I'll try to read more, too.

Hana : Short stories are fun. (5) ....

2. **Read and complete the text with words from the following list :**

avoid – privacy – while – stressed – causes – although

Spending too much time on screens can hurt your physical and mental health. It (1) .... tired eyes, headaches, and poor sleep. It can also make you feel (2) .... and lose focus. To (3) .... these problems, take short breaks during meals, before bedtime, and (4) .... studying. Also, try other fun activities away from screens to stay healthy.

3. **Read the following text, then answer the questions below :**

At school, many students think they must look or act in a certain way to be accepted. But I've learned that my identity isn't about what others see, it's about who I really am inside.

I'm Ahmed, 15 years old, and I live in Giza. My life is simple: I come from a family that believes in working hard and being kind. These ideas help me become a better person and know what is right. I may not be the loudest person in class, but I believe listening is one of my strong points.

Sometimes, I feel pressure from social media to change how I behave or dress. But, I remind myself that being myself is more important than being popular.

By learning more about myself, I have become more confident. Now I know that being different doesn't mean something is **wrong** - it means being true to who you are. And with strength and believing in myself, I can become the person I want to be.

a Choose the correct answer from a, b, c or d :

1. Real .... comes from knowing and accepting yourself.
   a. identity   b. failure   c. rock   d. fire
2. "..............." is the opposite of the underlined word "**wrong**".
   a. Fake   b. False   c. Right   d. Untrue
3. The underlined pronoun "**I**" refers to ....
   a. them   b. Ahmed   c. way   d. family

b Answer the following questions :

4. What values does Ahmed learn from his family?
   ....
5. What pressures does Ahmed feel from social media?
   ....
6. Summarize the last paragraph in your own words.
   ....

4. Choose the correct answer from a, b, c or d :

1. .... is the ability to understand and share someone else's feelings.
   a. Greenhouse   b. Self-discovery   c. Empathy   d. Courage
2. A way to solve a problem is known as a/an ....
   a. schedule   b. identity   c. solution   d. balance
3. Nour described herself as curious and creative. The synonym of "curious" is ....
   a. proud   b. interested   c. strange   d. loud
4. We use the prefix "............" to get the opposite of "connect".
   a. in-   b. un-   c. dis-   d. re-
5. There are limits to how long you can play on the computer each day. The word "limits" here means "............".
   a. extra time   b. rules or instructions
   c. games   d. freedom
6. .... is a feeling of pride in yourself that you do something good or right.
   a. self - respect   b. self - discovery
   c. self - study   d. self - support

5. Complete the sentences with the correct forms of the word (s) in brackets :

1. Nada said that she .... **(is)** studying math then.
2. **A :** Excuse me. I want to use your phone.
   B : No problem, you .... **(can't)** use it.
3. Have you .... **(never)** ridden a horse?
4. Robots will .... **(being)** developed to do important tasks.
5. She .... **(not/write)** the letter before he came home.

6. Rewrite the following sentences using the words in brackets :

1. Ali said, "I am reading a book now." (then)

....

2. They were clever, so they came first. (if)

....

7. Story :

a Read and write (T) True or (F) False :

1. The students helped the soil and increased trash. ☐
2. Zeina wrote a simple proposal about her idea. ☐

b Who said this ?

1. "I understand you're frustrated."

....

2. "What if we planted a garden ?"

....

8. Write ONE HUNDRED and TEN (110) words on the following :

"A review of a technology that has changed education"

....
....
....
....

Sample Test 4

1. Finish the following dialogue :

Youssef and Karim are talking about respecting personal identity.

Youssef : Hi, Karim. Can I ask you some questions?

Karim : Yes, of course.

Youssef : Is it important to respect others, identities?

Karim : (1) ....

Youssef : (2) .... ?

Karim : Because everyone has the right to be different.

Youssef : (3) .... ?

Karim : Yes, I always try to accept people for who they really are.
Youssef : How can we show respect to others?
Karim : (4) ....
Youssef : I agree. I'll try to listen more. Is there anything else I should do?
Karim : (5) ....

2. Read and complete the text with words from the following list :

in – strength – kindness – simple – pressure – on

I'm Adam, 15 years old, and I live in Giza. My background is (1) .... : I come from a family that values hard work and (2) .... These beliefs shape my character and help me know what's right. I may not be the loudest (3) .... class, but listening is my (4) ....

3. Read the following text, then answer the questions below :

Youssef loved football, but he never thought of himself as a leader. When the school's team captain got injured, the coach asked Youssef to take his place. At first, he felt nervous. "What if no one listens to me?" he wondered. During the first practice, Youssef tried to stay confident. **He** gave simple instructions, encouraged teammates, and listened to their ideas. Slowly, the team started to trust him. They worked better together, helping each other and staying positive, even when mistakes happened. On match day, the team played hard. They didn't win, but everyone noticed how united and strong they were. After the game, the coach said, "Youssef, you've shown real leadership." From that moment, Youssef learned that leading isn't about being the best player. It's about supporting others, solving problems, and working as one team. That's what made him proud.

a Choose the correct answer from a, b, c or d :

1. The underlined pronoun "**He**" refers to ....
   a. Youssef b. team c. coach d. father
2. Leadership is about .... others and working as a team.
   a. bullying b. hating c. fighting d. supporting
3. The word "................" in the text is the opposite of "negative".
   a. positive b. silly c. late d. messy

b Answer the following questions :

4. Why did Youssef become the school's team captain?
....
5. Summarize the last paragraph in one sentence.
....
6. What do you think Youssef might do in future games?
....

4. Choose the correct answer from a, b, c or d :

1. .... means failure to understand correctly.
   a. Misunderstanding b. Understanding
   c. Spelling d. Writing
2. .... is a simple model of a design.
   a. Determination b. Prototype
   c. Silence d. Value
3. Self-discovery helps you feel more confident. The antonym of "confident" is ....
   a. proud b. shy c. real d. brave
4. We add the suffix "............" to get the adverb from the adjective "slow".
   a. -er b. -ness c. -ly d. -less
5. There was complete silence in the room as the students started the test. The word "silence" here means "............" .
   a. loud noise b. talking quietly
   c. no sound at all d. busy movement
6. After years of disagreement, Sara wanted to reconnect with her childhood friend.
   The word "reconnect" here means "............".
   a. become friends again b. stop talking
   c. play a new game d. argue with someone

5. Find the mistakes in the following sentences and correct them :

1. Adam said his father would buy a bike for he. (............)
2. The message will been sent to everyone next week. (............)
3. Please, to modify your prototypes. (............)
4. If I do my homework, the teacher wouldn't have been angry. (............)
5. Samar said to me that she would travel to London. (............)

6. Rewrite the following sentences using the words in brackets :

1. Never be unkind or cruel. (Don't)

....

2. It is necessary to do you homework. (must)

....

7. Story :

a Choose the correct answer from a, b, c or d :

1. Zeina discovered knew that small ideas could lead to big ....
   a. mistakes b. problems c. friendships d. changes
2. Being honest with others helps people .... you.
   a. forget b. dislike c. trust d. feed

b Complete the sentence using the words in the box :

symbol - agriculture - geography - note

1. Nancy wanted to study .... because she liked growing food.
2. The garden became a .... of what students could do together.

8. Write ONE HUNDRED and TEN (110) words on the following :

"A paragraph about how you can improve your screen time habits"

....

....

....

....

Sample Test 5

1. Finish the following dialogue :

Hani is buying a new laptop at the electronics shop.

Shop Assistant : Good morning. Can I help you?
Hani : Yes, please. I want to buy a new laptop.
Shop Assistant : (1) .... ?
Hani : I need it for school and watching videos.
Shop Assistant : (2) .... ?
Hani : That sounds good. How much is it?
Shop Assistant : (3) ....
Hani : That's a bit high. Do you have anything cheaper?
Shop Assistant : (4) ....
Hani : I like it. I will take it. Here is the money.
Shop Assistant : (5) .... Let me put it in a bag for you.

2. Read and complete the text with words from the following list :

Communication – show – facial – siblings – shows – Artificial

Good communication is the key to strong relationships. Whether it's with your parents, (1) ...., or friends, the way you talk and listen affects your connection with others. (2) .... isn't only about words - it includes your tone of voice, (3) .... expressions, and body language. Even a simple smile or a text message can (4) .... someone you care.

3. Read the following text, then answer the questions below :

Mariam sat alone in her room, thinking about her best friend, Dana. They hadn't spoken in weeks-not since their disagreement over a school project. At the time, Mariam felt hurt and decided to stay silent, hoping Dana would say it was her mistake first. Now, looking back, Mariam **realized** things could have been different. "If I had spoken to her in a true

and open way, we might have solved the problem, "she thought. "If we had listened to each other, the problem wouldn't have grown". Mariam knew that friendship needed more than just good times. It needed patience, support, and open conversations. "If I had shown more understanding, maybe she would have too", she whispered to herself. She picked up her phone. It was time to try again-not by saying it was her mistake, but with kindness. Strong friendships aren't made in the darkness of silence. **They** grow through small efforts, brave words, and care. Mariam wasn't sure how Dana would respond, but she knew she had to take the first step.

a Choose the correct answer from a, b, c or d :

1. Real friendship needs .... and communication.
   a. money b. furniture c. patience d. sand
2. The underlined word "**realized**" means ....
   a. understood b. forgot
   c. cried d. slept
3. Strong friendships .... through efforts and care.
   a. die b. fly c. grow d. bring

b Answer the following questions :

4. What does Mariam realize while sitting in her room?
   ....
5. What does the underlined pronoun "**They**" refer to?
   ....
6. Do you think it's brave to be the first to fix a problem in a friendship? Why or why not?
   ....

4. Choose the correct answer from a, b, c or d :

1. .... is something that takes attention away.
   a. Focused b. Distraction c. Screen d. Prototype
2. A sign or action that shows feeling or intent is called a ....
   a. gesture b. confusion c. behavior d. connection
3. Technology helps, but it can't replace real teachers. The synonym of "replace" is ....
   a. move b. change c. take the place of d. support
4. The word "redesign" includes the prefix "re-", which means ....
   a. badly b. not c. before d. again
5. Even after failing once, he was determined to try again and win the race. The word "determined" here means ....
   a. ready to give up b. confused and unsure
   c. strongly decided to do something
   d. angry about losing

6. The boy was greedy and didn't want to share his candy with anyone. The word "greedy" here means ....
a. kind and caring
b. not wanting to share
c. very hungry
d. quick and smart

5. Complete the sentences with the correct forms of the word(s) in brackets :

1. .... **(not be)** afraid to fail and learn from mistakes.
2. After .... **(walk)** all day, we finally reached the village.
3. Driverless cars will be .... **(use)** everywhere.
4. Many books about artificial intelligence have been .... **(write).**
5. The students .... **(say)** they would go on a journey to Sinai.

6. Rewrite the following sentences using the words in brackets :

1. They have written a list of the wonders. (been written)

....

2. She said to them, "He writes English well." (told)

....

7. Story :

a Read and write (T) True or (F) False :

1. The student felt sad when they solved the problem.
2. Ms. Hoda liked Zeina's sadness.

b Who said this ?

1. "We're doing something good for the school. We can't stop now."

....

2. "Everyone deserves a nice place to learn and eat."

....

8. Write ONE HUNDRED and TEN (110) words on the following :

"A review about describing your group's design project"

....
....
....
....

Sample Test 6

1. Finish the following dialogue :

Ali is talking with his father about the silence in the family.

Ali : Dad, I'm upset and stressed. Can we talk for a moment?
Father: Of course, Ali . What is the matter?
Ali : I feel like we don't talk much at home these days.
Father: (1) ....
Ali : (2) .... ?

Father: I think it's because of stress and too much time on screens.
Ali : (3) .... ?
Father: You're right. We need to spend more time together.
Ali : What can we do to change that?
Father: (4) ....
Ali : That sounds good. I'll try to put my phone away more.
Father: (5) ....

2. Read and complete the text with words from the following list :

instantly – different – notice – confused – noticed – challenges

Many successful learners show great determination when facing (1) .... Teachers have (2) .... that students who customize their learning experience often achieve better results. However, some students still feel (3) .... about new technologies. Each student has (4) .... talents that should be developed.

3. Read the following text, then answer the questions below :

Leila was surprised when her grandmother started using Artificial Intelligence (AI). At first, she thought AI was only used in robots or big machines. But when her grandmother began using a smart assistant at home, Leila realized AI was part of everyday life. The smart device could answer questions, set reminders, and even play her grandmother's favorite songs. **It** helped her remember doctor's appointments and read out the news each morning. Leila began to notice AI everywhere- in phones, cars, and even in her school's learning apps. Still, AI has its challenges. It can't understand deep emotions or replace real human care. Also, not everyone knows how to use it safely or correctly. Leila now believes that AI is not just about robots. It's about helping people live better. As AI continues to grow, we must learn how to use it **wisely** and remember that machines can support us, but people give life meaning.

a Choose the correct answer from a, b, c or d :

1. The main idea of the text is about ....
 a. farming b. tourism c. AI and robots d. camels
2. The underlined word "**wisely**" means in a .... way.
 a. lazy b. careful c. sad d. messy
3. The underlined pronoun "**It**" refers to the ....
 a. doctor's office b. school project
 c. smart assistant d. television

b Answer the following questions :

4. What were some things the smart assistant could do for Leila's grandmother?

....

5. Summarize the last paragraph in one sentence.

....

6. Do you think people should depend too much on AI in the future? Why or why not?

....

4. Choose the correct answer from a, b, c or d :

1. A list of activities arranged by time is a/an ....
   a. schedule b. identity c. courage d. suggestion
2. A person who knows a lot about a subject is a/an ....
   a. identity b. expert c. sibling d. emotion
3. Communication helps build trust between people. The antonym of "trust" is ....
   a. confidence b. respect c. connection d. distrust
4. We add the suffix "............" to get the noun from the verb "act".
   a. -able b. -ful c. -ion d. -ly
5. I want to write a personal message to my friend, not just a simple note. The word "personal" here means ....
   a. shared with everyone
   b. about someone's own feelings or life
   c. very old
   d. funny and comic
6. Drinking milk can help strengthen your bones. The word "strengthen" here means ....
   a. make something stronger b. break easily
   c. clean carefully d. hide completely

5. Find the mistakes in the following sentences and correct them :

1. Never wastes your time. (............)
2. If I had talked to my parents, they will have understood me better. (............)
3. Didn't explore ideas from only one person or point of view. (............)
4. I have worked in this office since the last two years. (............)
5. Nader will travelled to London next week. (............)

6. Story :

a Read and write (T) True or (F) False :

1. Zeina decided she didn't want to be a leader after the project. ☐
2. The garden project only changed the playground. ☐

b Who said this ?

1. "I don't like this area. It is a little depressing."

....

2. "I want to create a garden behind our school ."

....

7. **Write ONE HUNDRED and TEN (110) words on the following :**

"A short story about the day you learned to balance technology and life"

....

....

....

....

Sample Test 7

1. **Finish the following dialogue :**

Rania is talking with her friend Yara about being honest and supportive.

Rania : Hi, Yara. You are my closest friend.
Yara : Thank you, Rania. You seem like you're thinking about something.
Rania : Yes. I want to know if it's important to be honest with friends.
Yara : (1) ....
Rania : (2) .... ?
Yara : Because honesty builds trust and strong relationships.
Rania : (3) .... ?
Yara : Yes, I always try to be kind and support others when they feel down.
Rania : What would you do if a friend made a mistake?
Yara : (4) ....
Rania : That's a good idea. I'll try to be more understanding, too.
Yara : (5) ....

2. **Read and complete the text with words from the following list :**

bird – frighten – with – bridge – proudly – about

One sunny day, a hungry dog found a bone. He carried it (1) .... in his mouth and walked across a wooden (2) .... He saw his image in the water and thought it was another dog (3) .... a bigger bone. He barked to (4) .... it, and the bone fell into the stream. He lost it because he was greedy.

3. **Read the following text, then answer the questions below :**

Khaled and his class were on a school trip to a new smart city near the coast. Everything in the city was powered by technology. The buses drove themselves, the streetlights changed based on traffic, and smart bins told workers when they were full.

At first, Khaled was amazed. "Everything is so fast and clean," he said. He used a city app to find a museum, order lunch, and even play an **interactive** history game. His classmates loved how easy life felt in a smart city.

But later, when Khaled asked a robot guide for help to find the library, it repeated the same message three times. "I don't really understand you,"

he said with a deep breath.

Khaled realized that smart cities are useful but not perfect. Machines work fast, but <u>**they**</u> don't think like people. "Technology is a great tool," he said, "but we still need people to guide, fix, and connect."

a Choose the correct answer from a, b , c or d :

1. The main idea of the text is that .... is a great tool, but we still need people.
   a. technology b. swimming
   c. cooking d. reading
2. The underlined pronoun "**they**" refers to ....
   a. smart bins b. workers
   c. streetlights d. machines
3. The underlined word "**interactive**" means ....
   a. boring and old b. fun and lets you take part
   c. difficult to understand d. about robots only

b Answer the following questions :

4. What did Khaled use the city app for?
   ....
5. What did the robot guide do when Khaled asked it for help?
   ....
6. In your opinion, what is one risk of using too much smart technology in cities?
   ....

4. Choose the correct answer from a, b, c or d :

1. Something that takes your attention away is called a ....
   a. focus b. connection c. distraction d. behavior
2. A feeling of being upset because something is difficult is ....
   a. connection b. frustration c. courage d. silence
3. The robot teacher didn't notice when students were tired. The synonym of "notice" is ....
   a. ignore b. observe c. wait d. tell
4. The prefix "..........." in the word "understood" means understood wrongly.
   a. dis- b. mis- c. re- d. un-
5. Even after falling down, she stood up and smiled. She is very strong. The word "strong" here means ....
   a. quick to get angry b. able to recover quickly
   c. afraid of trying d. always tired
6. My family teaches me to respect others because it's one of our values. The word "values" here means ....
   a. prices of things b. beliefs or morals
   c. school grades d. fun games

5. **Complete the sentences with the correct forms of the word(s) in brackets :**

1. You will be .... **(teach)** so much by Friday.
2. .... **(Doesn't)** hesitate. Trust your abilities.
3. Nada said that she .... **(won't)** play tennis the day after.
4. Dr. Adam said .... **(I)** lived in Sohag two years before.
5. Before I moved to Cairo, I .... **(live)** in a small village.

6. **Story :**

a Choose the correct answer from a, b, c or d :

1. Amal became a very .... gardener.
   a. lazy b. sad c. perfect d. dedicated
2. Nancy thought the gray playground was a little ....
   a. honest b. depressing c. new d. curious

b Answer the following questions :

1. How did the students feel about their achievement ?
   ....
2. What did Zeina realize about honesty and leadership ?
   ....

7. **Write ONE HUNDRED and TEN (110) words on the following :**

"A paragraph about values you stand for"

....
....
....
....

Sample Test 8

1. **Finish the following dialogue :**

Ayman is talking with his grandfather about life in the past and today.

Ayman : Grandpa, you seem you don't like our type of life!
Grandfather : Of course, I don't, Ayman.
Ayman : (1) .... ?
Grandfather : I don't like noise and pollution.
Ayman : (2) .... ?
Grandfather : No, there was less pollution and more peace.
Ayman : What about families and the time they used to sit together?
Grandfather : (3) ....
Ayman : What do you think about technology in our life today?
Grandfather : (4) ....
Ayman : I agree. Technology helps, but we should use it wisely.
Grandfather : (5) ....
Ayman : A phone-free-time? What a fantastic idea!

2. Read and complete the text with words from the following list :

different - notice - determination - confused - noticed - weak

Modern education requires students to develop strong personal confidence. Many successful learners show great (1) .... when facing challenges. Teachers have (2) .... that students who customize their learning experience often achieve better results. However, some students still feel (3) .... about new technologies. Each student has (4) .... talents that should be developed.

3. Read the following text, then answer the questions below :

Malak always stayed up late watching videos on her phone. She thought sleeping less would do no harm to her. But after a few weeks, she started feeling tired during the day. She couldn't focus in class and often forgot things. Her mother noticed the change and suggested a new bedtime **routine**. Malak started turning off screens an hour before bed, reading a book instead. After a few nights of sleeping 8 hours, she felt better. Her energy returned, and she did better at school. Doctors say sleep is as important as food and exercise. Lack of sleep can lead to stress, low energy, and weak memory. To stay healthy, young people should sleep at least 8 hours each night and avoid screens before bedtime. Malak learned that staying up late isn't worth it. Resting well helps her enjoy the day and do her best.

a Choose the correct answer from a, b, c or d :

1. The main idea of the text is that good sleep .... health and performance.
   a. damages b. floods c. improves d. sells
2. The underlined word "**routine**" means ....
   a. a difficult rule to follow b. a regular set of actions
   c. a game to play d. a type of medicine
3. Malak didn't sleep enough, so she felt ....
   a. tired and forgetful b. happy and funny
   c. wise and smart d. easy and nice

b Answer the following questions :

4. What problems did Malak face when she didn't get enough sleep?
   ....
5. How did her mother help her improve her sleep routine?
   ....
6. What lesson can you learn from Malak's experience?
   ....

4. Choose the correct answer from a, b, c or d :

1. Something that is pleasing to look at and fashionable is ....
   a. curious b. stylish c. supportive d. modern
2. A strong link or relationship between people is a ....
   a. bond b. schedule c. behavior d. focus
3. Ahmed said that listening is one of his strengths. The antonym of "strengths" is ....
   a. challenges b. powers c. weaknesses d. supports
4. We add the suffix "..........." to get the noun from the verb "create".
   a. -er b. -ion c. -ness d. -less
5. Even when no one was watching, he told the truth. He has great honesty. The word "honesty" here means "..........." .
   a. depressing b. telling truth c. cheating d. unfair
6. The movie was too depressing, and it made me feel sad for hours. The word "depressing" here means ....
   a. funny and silly b. full of action
   c. very sad d. exciting and new

5. Find the mistakes in the following sentences and correct them :

1. Our essays will be return next week. (...........)
2. To save your time and effort. (...........)
3. She study English since she was a child. (...........)
4. If she had left late, she would have catch the train. (...........)
5. You must cross the road when the light is red. (...........)

6. Story :

a Choose the correct answer from a, b, c or d :

1. Instead of blaming people, Zeina worked to find ....
   a. problems b. chemicals c. solutions d. leaders
2. The study of growing food and plants is called ....
   a. impact b. art c. agriculture d. environment

b Answer the following questions :

1. What role did Ms Hoda play ?

....

2. If you were in Zeina's place, would you do the same thing ? Why ?

....

7. Write ONE HUNDRED and TEN (110) words on the following :

"A paragraph about the benefits of AI"

....

....

....

Sample Test 9

1. Finish the following dialogue :

Basem and Tamer are talking about Basem's future goals.

Tamer : Hi, Basem! You look excited today. What's going on?
Basem : Hi, Tamer! I've been thinking a lot about my future.
Tamer : Really? What do you want to be in the future?
Basem : (1) ....
Tamer : A design thinker! (2) .... ?
Basem : It means someone who solves problems creatively by understanding people's needs.
Tamer : (3) .... ?
Basem : They can work on designing better products to help people in daily life.
Tamer : Cool! Why do you want to be a design thinker?
Basem : (4) ....
Tamer : That's great, Basem. (5) ....
Basem : Thanks, Tamer! I'll keep learning and never give up.

2. Read and complete the text with words from the following list :

schedule – could – citizen – can – goal – change

I spend a lot of time online, but I don't often use it to learn about Egypt's culture. I want to (1) .... that. My (2) .... is to reduce screen time and explore Egyptian history. Learning about our past (3) .... help me feel more connected to my country and be a better (4) .... of Egypt.

3. Read the following text, then answer the questions below :

Hassan used to wake up late every day, rushing to get dressed and often skipping breakfast. This made him feel tired and unfocused during class. One day, after getting low marks on a quiz, he realized something had to change. He decided to create a better morning routine. Now, he goes to bed earlier and sets his alarm for 6:30 a.m. Instead of checking his phone first thing in the morning, he takes a quick walk outside, eats a healthy breakfast, and prepares his school bag calmly. After one week, Hassan felt more **energetic** and ready to learn. His teachers noticed that he was participating more in class and finishing his work on time. Hassan learned that how you start your day affects the rest of **it**. A simple change in routine can make a big difference in focus, mood, and performance.

a Choose the correct answer from a, b, c or d :

1. The main idea of the text is that ....
   a. breakfast is expensive
   b. quizzes are difficult
   c. a good morning routine is useful
   d. school prizes

2. The underlined word "**energetic**" means ....
a. lazy b. poor c. active d. tiny

3. A simple change in routine can make a big ....
a. problem b. mistake c. difference d. quiz

b Answer the following questions :

4. What were two things Hassan started doing in the morning to improve his day?
....
5. What does the underlined pronoun "it" refer to?
....
6. What lesson can students learn from Hassan's experience?
....

4. Choose the correct answer from a, b, c or d :

1. A natural ability to do something well is called ....
a. task b. talent c. distraction d. value
2. Something new and up-to-date is considered ....
a. curious b. modern c. balanced d. perfect
3. Reading stories helps us understand others. The synonym of "understand" is ....
a. ignore b. forget c. connect d. realize
4. We use the prefix "............" to form the opposite of "agree".
a. un- b. re- c. dis- d. im-
5. The police looked for evidence to find out who broke the window. The word "evidence" here means a ....
a. guess b. proof or clue
c. reward d. surprise
6. Ali and his dog have a strong bond and are always together. The word "bond" here means ....
a. fight b. connection or close relationship
c. secret d. gift

5. Complete the sentences with the correct forms of the word(s) in brackets :

1. You shouldn't .... **(making)** noise in the library.
2. My sister .... **(clean)** the room tomorrow.
3. The task .... **(carry)** out already.
4. .... **(Being)** confident and trust your abilities.
5. If they had scored one more goal, they .... **(not/lose)** the match.

6. Story :

a Read and write (T) True or (F) False :

1. Zeina pretended to be perfect to be a better leader. ☐
2. The students used harmful chemicals to make the plants grow faster. ☐

b Who said this ?

1. "When we work together with respect and determination, we can solve any problem."

....

2. "Everyone deserves a nice place to learn and enjoy breaks."

....

7. Write ONE HUNDRED and TEN (110) words on the following :

"A review of a technology that has changed education""

....

....

....

....

Sample Test 10

1. Finish the following dialogue :

Karim and Omar are talking about AI in our life.

Karim : Hi, Omar. Can I ask you something about technology?

Omar : Sure, Karim! What do you want to know?

Karim : Do you think AI is important in our daily life?

Omar : (1) ....

Karim : Really? (2) .... ?

Omar : It helps in many ways-like using smart assistants, helping doctors, and even in schools.

Karim : (3) .... ?

Omar : Yes, we use AI when we search the internet, use maps, or speak to voice assistants.

Karim : That's cool. Can AI replace humans one day?

Omar : Not really. (4) ....

Karim : I understand now. It's a tool we can use wisely.

Omar : Yes! And if we learn more about it, (5) ....

2. Read and complete the text with words from the following list :

creativity – mind – been – explore – prototypes – be

Great designers don't only draw or make stylish things. They (1) .... ideas from different views and test models called (2) .... They care about how people use things. For example, a school backpack must (3) .... safe, light, and comfortable-not just look good. Designers use (4) .... , listening, and curiosity to solve real problems.

3. Read the following text, then answer the questions below :

Lina always enjoyed solving problems and helping others. One morning, she noticed her younger sister feeling upset because she had forgotten her water bottle and lunchbox again. Lina smiled and thought, "What if I create something to help her remember everything before school ?"

She took a sheet of paper and made a checklist. She wrote down everything her sister needed : her bag, homework, bottle, lunch, and pencils. To make it more fun, Lina drew small pictures next to each item.

The next day, her sister used the checklist, smiled proudly, and packed her things without forgetting anything.

Lina's mother praised her for the great idea. At school, her teacher was impressed and asked Lina to share it with the class.

<u>She</u> felt proud that her small idea had helped someone. Lina learned that even simple solutions can solve everyday problems if we care, think, and try.

a Choose the correct answer from a, b, c or d :

1. What is the main idea of the text ?
   a. Lina made her sister lunch every day.
   b. Lina created a checklist to solve a problem.
   c. Lina forgot her school things.
   d. Lina was late for school.
2. What did Lina add to make the checklist more fun ?
   a. Stickers b. Colorful pages
   c. Photos d. Pictures next to each item
3. The underlined pronoun "**She**" refers to ....
   a. The sister b. The teacher c. Lina d. The mother

b Answer the following questions :

4. What problem did Lina notice about her sister ?

....

5. How did Lina solve the problem ?

....

6. What lesson did Lina learn from her experience ?

....

4. Choose the correct answer from a, b, c or d :

1. If someone has a problem, they try hard to find a/an .... to it.
   a. mistake b. solution c. frustration d. distraction
2. The place or situation a person comes from is their ....
   a. schedule b. prototype c. background d. solution

3. At first, Nada was afraid to show her identity. The antonym of "afraid" is ....
a. worried b. brave c. tired d. shy
4. We add the suffix "............" to get the adjective from the noun "hope".
a. -able b. -ful c. -ist d. -tion
5. The flowers looked real, but they were actually artificial. The word "artificial" here means ....
a. made by humans, not natural b. expensive
c. found in nature d. soft and wet
6. She solved the puzzle in minutes, she's really intelligent! The word "intelligent" here means ....
a. very tall b. smart
c. loud and funny d. always angry

5. Find the mistakes in the following sentences and correct them :

1. The report will be preparing by the manager. (............)
2. I like screens so they help me stay focused when I study. (............)
3. She said she have a great time on holiday. (............)
4. I had see that movie before, so I didn't watch it again. (............)
5. If I had time, I would have visited them. (............)

6. Story :

a Choose the correct answer from a , b , c or d :

1. Zeina wrote a simple .... to explain her idea.
a. letter b. proposal c. story d. poster
2. Nancy was good with ....
a. books b. tools c. plants d. paint

b Answer the following questions :

1. What did Zeina do to start her project ?
....
2. How did the students practice global responsibility ?
....

7. Write ONE HUNDRED and TEN (110) words on the following :

"'A paragraph about the process of making a cup of tea"

....
....
....
....

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